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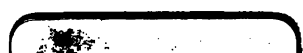
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TWELFTH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction,

OF THE

STATE OF ILLINOIS.

1877-1878.

8-  
SPRINGFIELD:  
WEBER & CO., STATE PRINTERS,  
1879.



# EXPLANATION.

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The Twelfth Biennial Report of the Superintendent of Public Instruction was submitted to the Governor on the 15th day of December, 1878, as required by law; and the manuscript was all placed in the hands of the state printer before the first day of January, but owing to causes over which I had no control, the printing was postponed until after the adjournment of the Legislature, on the 28th of May. I remained in Springfield until after the 22d day of January, for the purpose of reading the proof, and superintending the printing, but was unable to have the work even commenced. It was impossible for me to remain longer, owing to business arrangements in Washington, into which I had entered, hence was not able to read a single word of the proof, or to give any attention to the printing of the report. It has always been customary to print the report of an outgoing state officer early, but this custom for some cause was entirely ignored and other reports, prepared after this one was submitted, were printed first. The written reports of the county superintendents were left out entirely without my knowledge or consent. They were well prepared and contained much valuable information relative to the school work in the several counties which should have been printed. By what authority they were thrown out I am not advised, and therefore cannot be held responsible for the omission. I am under especial obligation to the Hon. Wm. E. Smith, Printer Expert, for the interest manifested by him in the printing of the report, in my absence.

S. M. ETTER.

SPRINGFIELD, OCT. 8, 1879.



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## COMMUNICATION.

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STATE OF ILLINOIS, }  
DEPARTMENT OF PUBLIC INSTRUCTION. }

SPRINGFIELD, December 16, 1878.

*To His Excellency, Shelby M. Cullom, Governor of Illinois:*

SIR : In compliance with the provisions of the school law, I have the honor to herewith transmit to you the twelfth biennial report of the Superintendent of Public Instruction, setting forth the condition of the Common Schools of the State, together with reports of the State Normal Schools, Industrial University, and the educational work of the Institution for the Blind, the Feeble-Minded, Deaf and Dumb, the Reform School, and the Soldiers' Orphan's Home, with the accompanying documents for the two years commencing October 1, 1876, and ending September 30, 1878.

I am very respectfully yours,

S. M. ETTER,

Superintendent Pub. Inst.





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# TWELFTH BIENNIAL REPORT

OF THE

## SUPERINTENDENT OF PUBLIC INSTRUCTION,

1877—1878.

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Another period of two years has closed, and it again becomes my duty as Superintendent of Public Instruction to submit a brief statement of the condition of the educational interests of the state to the legislature and the people, through his Excellency, the Governor. The seventh section of the school law provides that on or before the 15th day of December preceding each regular session of the General Assembly, a report shall be submitted, setting forth the "condition of the schools in the several counties; the whole number of schools which have been taught in each county in the preceding years, commencing on the first day of October; what part of said number have been taught by males exclusively, and what part by females exclusively; what part of said whole number have been taught by males and females at the same time, and what part by males and females at different periods; the number of scholars in attendance at said schools; the number of persons in each county under twenty-one years of age, and the number of such persons between the ages of twelve and twenty-one years that are unable to read and write; the amount of township and county funds; the amount of the interest of the state or common school fund, and of the interest of township and county funds annually paid out; the amount raised by an *ad valorem* tax; the whole amount annually expended for schools; the number of school houses, their kind and condition; the number of townships and parts of townships in each county; the number and description of books and apparatus purchased for the use of schools and school libraries under the provisions of this act; the price paid for the same, and total amount purchased, and what quantity and how distributed, and the number and condition of the libraries, together with such other information and suggestions as he may deem important in relation to the school laws, schools, and the means of promoting education throughout the state.

The provisions of the statute as enumerated are best complied with by giving a plain statement of facts, both of the excellencies and defects of our system of common schools. It must be acknowledged by all that our free school system, with all its good features, is far from

being perfect, or even so good that it may not be largely improved or even so efficient that it can with safety be neglected by the legislature, nor so unimportant that its interests should be ignored.

The school interests are paramount to all others, and should require very careful attention at the present time. At no period in the history of the state or the nation has there been a time when there was a greater demand for the careful consideration of the questions that relate to the education and training of our children than now. It has been customary on almost every occasion to overstate the excellencies of our schools, and to set forth their perfection in such glowing colors as to leave no dark spots marring the system, until the whole school fabric has in many portions of the state been diverted from its legitimate and lawful purposes. The public has been dazzled, and has seen only the bright side, though there has been shadow and darkness and barrenness all about them. The people in many communities have become so satisfied through the false spectacle that has been presented to them, that they can often see no room for any further improvement, or have become so apathetic that the school managers have been left to do much as they please, untrammelled by restraints, wholesome or otherwise, until the system has been so loaded down with the more than useless paraphernalia of what is called school work, that the real foundation of a thorough and efficient scholarship is almost entirely ignored. Children are often crammed full of the 'ologies and 'osophies before they are able to read their own language fluently or intelligently. The common branches are in many schools almost entirely neglected, because the teacher prefers to teach those known as the higher branches, often for his own benefit rather than that of his pupils. These higher studies are well enough in their proper places, but they should never be permitted to displace the elementary branches in the common schools. The studies enumerated in the law should at least be thoroughly mastered by the children of the state, and unless this is done, all else that is attempted will prove to be only a sham, devoid of the foundation that is required for future success in the attainment of a thorough, practical and efficient scholarship. If the common branches are once thoroughly mastered by pupils, the way for future success is clear, but without this, *failure* only can be the result. The state has nobly provided for her public schools, and they who are properly taught in them the fundamental studies, however completely denied the higher privileges, will be well qualified to perform the duties that will be imposed upon them, as citizens, in after life. An eminent scholar and friend of popular education in an address delivered on the subject of true scholarship, made use of the following forcible language:

"To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of, at once, with accuracy, every question of figures which comes up in practice, I call this a good education. And if you add the ability to write pure grammatical English, I regard it as excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology, and all other 'ologies and 'osophies, are ostentatious rubbish."

The truth and force of this language cannot be denied or gainsaid. *and the child that is taught as indicated has a foundation upon which may be reared true culture.* It is the imperative duty of the people of every school district in the state to provide ample mean

for the thorough and efficient instruction of every child living in the district, first in the elementary branches, and afterward in the more advanced studies, if the means provided are sufficient. School directors should employ none but the very best teachers for the instruction of children, and those teachers commanding the highest salaries should be employed to teach those branches demanded by the great mass of our people.

The saying that "any person can teach little children well enough," I am glad to say is constantly finding less favor among the patrons of schools. People are fast learning that it is economy of both time and money to employ none but good teachers, especially for little children.

School officers are given in many things great powers, and this is right, but these powers should be carefully exercised, and the best interest of the children should be carefully guarded by them. The great aim of every board of directors should be to provide the very best schools possible, and allow nothing to be done that will be the means of preventing a single child from obtaining the most thorough instruction that it is possible to give him. If our free school management, by those whom the people select, is not what it should be—if school provision in any manner is unwise, or extravagant, or insufficient, or if it is illogical or irrational—if the requirements are impracticable, or in any way unsuited to the condition and wants of the masses of the state, then the highest aim of our school system will be lost, and the children of the state will not receive what the law intends they shall.

It must be acknowledged that apathy, carelessness and ignorance prevail in many quarters of the state among school officers, and remissness in duty and gross indifference relative to the interest of the schools, must be recorded against the names of many officers and teachers, yet I am convinced after visiting and working in all sections of the state that the existing evils are fast disappearing. The people everywhere are demanding better schools, and are giving greater attention to the election of the various school officers. They are rapidly learning to appreciate that a poor school, however cheap it may be, is after all an expensive affair, and that good schools for the instruction of the children can only be secured by employing none but good teachers.

The state has nurtured and encouraged education since her admission into the Union, but it must be admitted that the schools have not always improved as they should, and at the present time there is great need of vigorous and energetic efforts to make our schools still better. There is much to be proud of, but we are by no means prepared to cease working for the improvement of our educational system.

The present school system of Illinois dates from January 15th, 1825. The state was admitted into the Union in 1818, and the act of admission contains the following stipulations imposed by Congress, April 18th, 1818. The act was passed for the purpose of enabling the people of Illinois territory to form a state constitution, and in this there was special provision made for the support of schools and institutions

of learning, of which the following extracts are the stipulations relative to education:

WHEREAS, The Congress of the United States, in the act entitled "An act to enable the people of the Illinois territory to form a constitution and State Government, and for the admission of such state in the Union, on an equal footing with the original states, passed the 13th April, 1818," have offered to this convention, for their free acceptance or rejection, the following propositions, which, if accepted by the convention, are to be obligatory upon the United States, viz:

"1st. The section numbered sixteen in every township, and when such section has been sold, or otherwise disposed of, other land equivalent thereto, and as contiguous as may be, shall be granted to the state for the use of the inhabitants of such township for the use of schools.

"2d. That all salt springs within such state, and the lands reserved for the use of the same, shall be granted to the said state for the use of the said state, and the same to be used under such terms and conditions, and regulations, as the legislature of said state shall direct: *Provided*, the legislature shall never sell nor lease the same for a longer period than ten years at any one time.

"3d. That five per cent. of the net proceeds of the lands lying within such state, and which shall be sold by Congress from and after the first day of January, one thousand eight hundred and nineteen, after deducting all expenses incident to the same, shall be reserved for the purposes following, viz: Two-fifths to be disbursed under the direction of Congress, in making roads leading to the state; the residue to be appropriated by the legislature of the state for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university.

"4th. That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of the said state, to be appropriated solely to the use of such seminary by the said legislature."

These propositions were made by the general government with the expressed conditions that the convention which should meet to frame a constitution for the state should pass an ordinance that should exempt all tracts of land sold by the government from and after Jan. 1, 1819, from all taxes levied by the state for any purpose whatever, for the term of five years from the day of sale, and further that all bounty lands should be exempt from taxation for the term of three years from the date of the patents, and that no distinction should be made in taxing the lands of non-residents. These grants and conditions were accepted by the convention which met at Kaskaskia, in July, 1818, for the purpose of framing the organic law for the government of the new state, and on the 26th day of August, an ordinance was adopted in compliance with the act of congress of April 18, 1818, accepting the proposition therein made, and declaring the same to be the act of the people of the state of Illinois, "not to be revoked without the consent of the United States."

The constitution was framed and adopted during the months of July, and August, but was never submitted to a vote of the people. During the session of the first General Assembly held under the constitution of the state of Illinois, Shadrach Bond, a man of many noble qualities, and of mark and ability, who had been elected as the first chief executive of the new state, in his inaugural address to the General Assembly at the time of its convening, and of his installation as Governor at Kaskaskia, on Tuesday, October 6th, 1818, called their attention to the educational interests of the state in the following impressive and forcible language: "The subject of education, the means for which have been so amply provided by the bounty of the general government, cannot fail to engross your serious attention. It would be well to provide for the appointment or election of trustees *in each township sufficiently populated*, and empower them to lease, *for a limited period*, the section of land reserved and granted for the

use of schools within the same, requiring them to appropriate the rents arising therefrom to such use and in the manner to be prescribed by law.

The townships of land which have been granted to the state for the use of a seminary of learning, cannot it is believed, be so disposed of at present as to authorize the passage of a law to commence the undertaking; but at least a part of them may be leased, and the rents arising therefrom may be laid up or vested in some productive fund as a secure deposit to be hereafter appropriated to the object to which the grants were made; such a course will render those lands productive, and when the period shall arrive at which it may be advisable to sell them, they will be extensively improved and of great value.

"These donations, together with the three per cent. upon the net proceeds arising from the sale of the public lands within the state, which have been appropriated for similar purposes, with proper arrangement, will create a fund sufficiently large to educate the children of the state to the remotest period of time.

"It is our imperious duty, for the faithful performance of which we are answerable to God and our country, to watch over this interesting subject.

"No employment can be more engaging than that of husbanding those resources which will spread through all classes of our fellow-citizens the means of wisdom and of knowledge, which in the freedom of our institutions will make the child of the poorest parent a useful member of society and an ornament to his country, and which by enlightening the mind will lead to new discoveries in the arts and to new improvements in the pursuit of agriculture, commerce and manufactures."

The General Assembly at its second session, which began on the first Monday in January 1819, took cognizance of the recommendations contained in the message of the Governor, made to them at their former session, and immediately prepared and introduced a bill to carry out the desired objects, fully realizing the importance of providing for the educational interests of the state, by creating such resources as would, from time to time, yield the necessary revenues for that purpose. The bill was passed by both houses and was approved March 2, 1819, entitled, "An act relating to the lands reserved for the use of schools," and provided for the appointment by the county commissioners in each and every county, of three trustees in each township, who were within six months after receiving their appointments, authorized and empowered to employ a surveyor, who, with their assistance, and under their instructions, should lay out section number sixteen in each township into lots, not containing less than forty, nor more than 160 acres, and to lease the same for a term of ten years, for the purpose of creating revenue for school purposes. This law was of a general character, and threw around these school lands a proper safeguard. Had the recommendations of the Governor, and the provisions of the law been adhered to until after the land became valuable, the public school fund in nearly every township of the state would be to-day sufficiently large to maintain and support the schools without taxation. *Illinois would have an endowment for the support of her free*

schools and the seminary of learning abundantly large to educate the children of the state, but unfortunately, the mania to dispose of this munificent gift took hold of the people, and the lands were sacrificed until now there is comparatively little, and the little that yet is left will soon be lost, as will be seen in another portion of this report, unless a policy different from the present one is adopted for its care and security.

The bill approved March 2, 1819, providing for the leasing of the lands is the first act of the General Assembly of Illinois, contemplating public school provision, but this only made provision for the care and supervision of the lands. From 1819 to 1825 but few changes were made in the laws looking toward a provision for free schools.

These few changes, though unimportant, indicated a growing sentiment among the people in favor of public schools.

In the year 1825, the General Assembly, with a high regard for the general diffusion of knowledge, passed an act "providing for the establishment of free schools." And in the preamble to this act the following significant language was used:

"To enjoy our rights and liberties we must understand them; their security and protection ought to be the first object of a free people; and it is a well established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened; and believing that the advancement of literature always has been, and ever will be, the means of developing more fully the rights of man, that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness; it is therefore considered the peculiar duty of a free government like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole."

This act was the foundation of the present common school system of Illinois. It required the establishment of common schools in each county, and this was made mandatory, as is shown by the following language used in the first section: "There shall be established a common school or schools in each of the counties of this state, which shall be open to every class of white citizens between the ages of five and twenty-one years."

The power to form school districts was conferred upon the county commissioners' courts of the several counties, upon the presentation of a petition "signed by a majority of the qualified voters resident within such contemplated district, and such districts, when laid off, shall respectively contain not less than fifteen families." It also provided for the election, in each district, of the following officers: three trustees, one clerk, one treasurer, one assessor and one collector. The trustees were required to perform the duties of superintendent, were empowered to examine and employ the teachers, visit the schools and make the reports to the county commissioners' court, and all the officers elected were required to take an oath of office for the faithful performance of their several duties as required by law.

*The trustees were men authorized to levy a tax, for the support of*

schools, "either in cash or good merchantable produce, at cash price, upon the inhabitants of their respective districts, not exceeding one-half of one per cent, nor amounting to more than ten dollars per annum on any one person." The law also required the trustees to make out a list of the produce with a warrant, and to transfer this list and warrant to the teacher who had been employed, and it was made his duty to collect the same. If any persons refused or neglected to pay the respective amounts in produce for two weeks after demand was made, then the tax had to be paid in cash. In 1826 an act was passed by the General Assembly which provided for the care and security of the three per cent fund granted by Congress. This act also provided for the restoration of the portion of the funds that had previously been stolen and forever sets it apart for school purposes.

In 1827 a general law was passed which repealed some provisions of the law of 1825, or so much of that act as required that all school districts should contain "not less than fifteen families."

The fourth section of this act, virtually provided that none but those who paid the tax for schools should have the benefit of them, and reads as follows:

"No person shall hereafter be taxed for the support of any free school in this state, unless by his or her own free will and consent, first had and obtained in writing; and any person so agreeing and consenting, shall be taxed in the manner prescribed in the act to which this is an amendment:

*Provided*, That no person shall be permitted to send any scholar or scholars to such school, unless such person shall have consented, as above, to be taxed for the support of such school, or by the permission of the trustees of said school; and,

*Provided*, That all persons residing within the limits of a school district, shall, at all times, have the privilege of subscribing for the support and establishment of any such school."

The profits and rents derived from the leasing of the school lands in the several townships, were to be equitably divided among the schools therein.

The commissioners of the school fund were authorized to purchase with the same, state paper and Auditor's warrants, on the best terms possible, and consolidate the warrants, depositing them in the state treasury, and securing therefrom the requisite evidence for their claims.

No further changes of importance were made by this act, in the original act, except to repeal the eighteenth section thereof, concerning the distribution of the school fund, arising from rents, etc.

#### SUMMARY OF FUNDS.

From the several reservations already enumerated for schools, universities and seminaries have grown: (1.) The state school fund, consisting of the proceeds of the sale of the public lands devoted to the encouragement of learning, less the sixth part: (2.) The college and university fund, consisting of this sixth part: (3.) The seminary fund, consisting of the sales of seminary lands, all of which lands remaining unsold in 1861, were given to the Industrial University: (4.) The township fund, derived from the sale of the sixteenth section, which constitutes a permanent fund for the support of the free schools of the state.



To the fund for the support of the free schools, was added the county fund in 1835, arising from the surplus funds in the hands of the county commissioners, and in 1837 the surplus revenue fund, distributed among the states by the act of Congress of 1836, was added to the school fund by act of the General Assembly.

Laws providing for the care of the school lands, and a proper disposition of the proceeds of the sale of them by three township trustees and a county school commissioner, seem to have been the only general ones relating to school interests from this time until March 4, 1837, when a law was enacted amendatory to the several school laws previously passed, which changed the number of township trustees from three to five members. They were required to make a report to the county commissioner annually, giving the amount of the principal of the township fund and the interest derived from it, which was on hand or appropriated at the time of the report, &c. In this law there appears to be the first requirement for the examination of teachers and the trustees were required to issue a certificate of qualification before any teacher could be paid out of the school funds.

The General Assembly of 1841, made a complete revision of the school law, which was approved February 26th. This law restored the three trustees and confirmed the system of the county school commissioners for the sale of the school lands and investment of the proceeds; and directed that all the profits arising from sales and interest from the funds invested, should be applied to the maintenance and support of common schools.

The 47th section of this act provided for the organization of the schools, and each township could have as many schools as the inhabitants desired. When a school was organized the employers of the teacher, the legal voters, were required to meet together and elect three trustees, and agree upon the plan and manner of conducting the school. The trustees or directors of the districts were vested with power to execute the plan adopted, and were required to superintend the school.

This law was the first that required schedules to be kept by the teachers and returned to the township treasurers, and these schedules were nearly of the same form as those given in the present law.

Teachers were paid the public funds half yearly, viz: On the second Monday of January and July.

The following was the provision made for the examination of teachers:

The "trustees of schools," in incorporated townships, and "school trustees," in townships not incorporated, shall have power, and it shall be their duty, on application to them for that purpose, to examine any person proposing to teach a school in their vicinity, in relation to the qualifications of such person as a teacher; and they may call to their assistance such person or persons as they may deem qualified to conduct such examination; or may, in their discretion, appoint a board of examiners for said purpose, to consist of not less than three nor more than five persons, and to continue in office until the next appointment of trustees. A majority of the trustees or the board of examiners being satisfied that the applicant possesses the requisite qualifications, shall give a certificate to that effect, stating the particular branches of science which they find him qualified to teach. And no teacher shall be entitled to receive any compensation from the school fund until he shall have been examined and received a certificate of qualification, as herein provided.

*The law does not enumerate the branches that were to be taught in*

the schools, nor does it specify the branches upon which the teacher was to be examined, but only required that the certificate should specify the branches which he was qualified to teach.

In 1845 another revision of the law was made, and many new and important features were incorporated in this act. The Secretary of State was made *ex officio* State Superintendent of common schools. He was required to counsel with experienced teachers, as to the best manner of conducting common schools; he was also required to advise the commissioner of schools, as to the best manner of conducting the schools; constructing school houses and procuring competent teachers; and to recommend the most approved text books, maps, charts and apparatus, and urge a uniformity of the same.

The Hon. Thomas Campbell was under this law the first State Superintendent, *ex officio*, and his first report to the Governor, Augustus C. French, is dated December 15, 1846, and which was submitted to the speaker of the senate on the 21st day of January, 1847. This report is full of valuable suggestions, many of which could be applied with profit to our school system at the present time.

The following extract gives the duties of the school commissioners so far as they relate to the management of the schools and the examination of teachers. It also provides upon what branches teachers were required to be examined, which is the same as is now required for second grade certificates:

Each and every school commissioner shall be *ex officio* superintendent of common schools in his county, and shall by himself or some other qualified person, as often as practicable, visit all the townships in his county, enquire into the condition and manner of conducting the same, and to use his influence to carry out the system proposed by the State Superintendent; he shall also, with such person or person as he shall associate with him, examine all persons proposing to teach a common school, in any township in his county, touching his or her qualifications properly to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography and the history of the United States; and if he shall find such person qualified, he shall, on being satisfied of his or her good moral character, give such person a certificate of qualification, and no person who shall teach a school without first having obtained such certificate shall be entitled to receive any portion of the public fund; said school commissioner shall also by the first day of November, before each session of the General Assembly, communicate to the State Superintendent all such information upon the subject of common schools in the county as the State Superintendent is bound to embody in his report to the Governor, and such other information as the State Superintendent shall require.

Supervision by the Secretary of State, whose duties confined him almost entirely to his office, did not meet the needs of the people as the state developed in her various interests, and her school affairs began to demand more and greater attention. In 1854 the General Assembly passed a law making the office of State Superintendent of Public Instruction a separate one, and directed that it should be filled at the next general election, held in November, 1855, and biennially thereafter. The duties prescribed by this act were kindred to those provided in the act of 1845, with the addition that he was required to visit every county at least once during his term of office, confer with school officers as to the manner of conducting schools, deliver public lectures on education to teachers and the people, if deemed practicable, and perform such other duties as would tend to advance the interests of education. It was provided to fill the office by appointment of the Governor until after the election in 1855, and the salary was fixed at \$1,500 per annum.

Hon. Ninian W. Edwards was appointed the first State Superintendent under this law, and to him belongs the honor of framing the bill for the unification of the school system of the state.

"Meeting with ready acceptance from the Legislature, it took the form of law February 15, 1855. This law deferred till November, 1856, the election of a State Superintendent by the people; distinctly specified and somewhat enlarged the duties he must perform and the powers he might exercise; retained the county school commissioners as county superintendents, with the same township and district school board, but with improved provisions as to duties and reports; authorized the formation of district libraries; forbade the employment of a teacher for a public school without a legal certificate of qualifications; prescribed a state tax of two mills on the dollar, to be added annually to the 6 per cent. revenue from the school funds, with such additional local tax as should be determined by the township board to be necessary for supplying deficiencies in the fund for paying teachers and for extending the terms of school, after the state and common school fund should be exhausted, till at least the six months' minimum required of them should be reached. For purchasing school sites, erecting school houses, and repairing and improving these, the directors of districts were authorized to borrow money at not more than 10 per cent. per annum. and to issue bonds for the payment of the same in sums not less than \$100 each.

"The system thus inaugurated—the first which really made schools free by providing for a sufficient state and local tax for their support—continues substantially the state system to this day, with little alteration except in some details. The same state, county, township, and district school offices are continued, but the terms of state and county superintendents have been lengthened to four years; the township trustees, now consisting of three members, serve individually for terms of three years, one being changed each year; and the same is the case with the district school directors. The power of revoking, for immorality, incompetency, and other sufficient cause, the certificate granted to a teacher on examination, has been given the county superintendent in addition to his previous powers; and that of dismissing any teacher employed by them, for like cause, has been given the board of district school directors. Explicit permission for the establishment of high schools is given to townships on the petition of 50 voters 15 days before a regular election of trustees, and on a vote of a majority in favor of a high school at the election. Two or more townships may co-operate in the establishment and support of such a school on such terms as they agree on between themselves. For school districts with not less than 2,000 inhabitants, not governed by any special act, there is provided a board of education of 6 members and 3 additional ones for every additional 10,000 inhabitants, the members individually to serve three years, and one-third to be changed by election each year. Such boards, and especially those of cities with over 100,000 inhabitants, have considerably larger powers given them than are possessed by the ordinary boards of districts.

"The state institution for education of the deaf and dumb was founded 1839, that for the blind in 1849, that for feeble-minded children in 1865.

"Two normal universities and two county normal schools have been added to the state system under acts of February 18, 1857, March 9, 1869, and March 15, 1869, and the Illinois Industrial University in 1867. A state reform school was established in 1871."

The marked epochs in the school history of Illinois, are the years 1825, 1841, 1845, 1854 and 1872. Since the last general revision but few changes have been made. The present law however needs to be revised in some very important particulars, and the whole should be re-written and arranged so as to make it more easily understood by the people. I do not advocate a general changing of its leading features, but only to make it clear in all of its provisions that they may be understood without the interpretation of the courts. The provisions that more particularly need attention are pointed out in another part of this report, to which I respectfully call the attention of the General Assembly. The school law above all others should be the plainest in all its details, and should be so arranged as to be intelligible to all who are able to read it. The great mass of our citizens are more directly interested in this than any other portion of our statute. Owing to the want of clearness of the law this office is flooded with letters from all portions of the state, both from school officers and teachers. And large numbers of school cases are taken into the courts because the law as it exists at present is wanting in clearness, many sections cumbered with useless verbiage and many of its provisions are without logical coherence. The basis of the law is *most excellent and liberal*, but these are hard to understand, so that *various opinions* are entertained among the people, and thus difficul-

ties arise which very often cannot be settled in no way except by the courts. The law should be so written and arranged that all can understand its meaning and intentions. I respectfully urge upon the legislature the importance of early action on this most important part of our statutes. The amendments to which your attention is earnestly called are among the more important ones, and for the good of our schools need careful revision. The people are generally anxious to carry out faithfully the provisions of the law, but often fail to do so because they do not understand them.

## COMPARATIVE STATEMENTS.

The following comparative statements and summaries to which your careful attention is respectfully invited, afford a general view of the condition and progress of the common schools of the state for the two years ending September 30, 1878.

1877.

## CENSUS OF MINORS.

Number of males under 21 years of age.....	754,203
“ females “ “ “ .....	727,168
Total number under 21 years of age.....	1,481,371
Increase over 1876.....	10,230

## SCHOOL CENSUS.

Number of males between 6 and 21 years of age.....	506,217
“ females “ “ “ “ “ .....	486,137
Total number between 6 and 21 years of age.....	992,344
Increase over 1876.....	20,758

## SCHOOL DISTRICTS.

Whole number of school districts.....	11,581
Number of districts having schools five months or more during the year.....	11,285
Increase over 1876.....	81
Number of districts having less than five months schools during the year.....	64
Number of districts having no school.....	94
Whole number of free public schools.....	10,808
Whole number of months school sustained.....	91,898
Increase over 1876.....	2,080
Average number of months school sustained.....	693

## PUPILS IN ATTENDANCE.

Number of male pupils enrolled.....	358,692
“ female “ “ .....	335,797
Whole number of pupils enrolled.....	694,489
Increase over 1876.....	7,043

## TEACHERS.

Number of male teachers.....	9,162
“ female “ .....	12,831
Whole number of teachers.....	21,993

## MONTHS TAUGHT.

Number of months taught by male teachers.....	45,767
“ “ “ by female teachers.....	64,444
Whole number of months taught.....	110,211
Increase over 1876.....	1,175

## DAYS ATTENDANCE.

Grand total number of days attendance.....	63,375,649
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## GRADED AND HIGH SCHOOLS.

Number of graded schools.....	973
“ high schools.....	103
“ months taught in graded schools.....	35,988

## UNGRADED SCHOOLS.

Whole number of ungraded schools.....	10,538
Number of months taught in ungraded schools.....	72,539

## PRIVATE SCHOOLS.

Whole number of private schools.....	548
Number of male pupils attending private schools.....	24,826
Number of female pupils attending private schools.....	25,793
Whole number attending private schools.....	50,619

## TEACHERS IN PRIVATE SCHOOLS.

Whole number of teachers in private schools.....	1,317
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## DISTRICT LIBRARIES.

Number of school districts having libraries.....	886
“ volumes bought during the year.....	2,902
Total number of volumes in district libraries.....	48,189

## SCHOOL LANDS.

Number of acres of school lands sold during the year.....	1,126
“ “ “ remaining unsold.....	9,604

## SCHOOL HOUSES.

Number of stone school houses.....	237
“ brick “ .....	1,239
“ frame “ .....	9,673
“ log “ .....	594
Total number of school houses. ....	11,743
Number of school houses built during the year.....	211

## ILLITERACY.

Number of males between the ages of 12 and 21 years, unable to read and write.....	2,701
Number of females between the ages of 12 and 21 years, unable to read and write.....	2,109
Total number between the ages of 12 and 21 years, unable to read and write .....	4,810

## TEACHERS' INSTITUTES.

Number of counties in which institutes were held during the year.....	97
Whole number of institutes held.....	383
Aggregate days' continuance.....	1,808
Number of teachers attending.....	8,010
“ lectures delivered.....	344
Amount appropriated by county boards.....	\$675 55
Number of teachers' meetings held.....	366

1878.

## CENSUS OF MINORS.

Number of males under 21 years of age.....	756,688
“ females “ “ .....	739,646
Whole number under 21 years of age.....	1,496,334
Increase over 1877.....	14,963

## SCHOOL CENSUS.

Number of males between 6 and 21 years of age.....	51,897
“ females “ “ “ .....	490,524
Total number between 6 and 21 years of age.....	1,002,421

## SCHOOL DISTRICTS.

Whole number of school districts in the state.....	11,714
Number of districts having five months school five months or more .....	11,438
Number of districts having schools less than five months....	55
Number of districts having no school.....	101
Whole number of free public schools.....	12,286
“ “ months, schools were sustained .....	87,489
Average number of months school sustained.....	7.01

## PUPILS IN ATTENDANCE.

Number of male pupils enrolled.....	361,552
“ female “ .....	3 5,181
Total number of pupils in attendance .....	706,733
Increase over 1877.....	12,244

## TEACHERS.

Whole number of male teachers .....	9,475
“ “ female “ .....	12,817
Total number of teachers.....	22,292

## MONTHS TAUGHT.

Number of months taught by male teachers.....	46,196
“ “ “ female “ .....	66,606
Total number of months taught.....	112,802
Increase over 1877.....	2,591

## DAYS ATTENDANCE.

Grand total number of days attendance.....	63,545,650
Increase over 1877.....	190,001

## GRADED AND HIGH SCHOOLS.

Number of graded schools.....	810
Number of high schools.....	128
Number of months taught in graded schools.....	27,727

## UNGRADED SCHOOLS.

Whole number of ungraded schools.....	11,514
Number of months taught in ungraded schools.....	74,031

## PRIVATE SCHOOLS.

Number of private schools.....	582
Number of male pupils in private schools.....	19,354
Number of female pupils in private schools.....	22,052
<hr/>	
Whole number of pupils in private schools.....	41,406
Whole number of pupils in public schools.....	706,733
<hr/>	
Total number of pupils attending school in the state as reported.....	748,139
Whole number of teachers in public schools.....	22,299
Whole number of teachers in private schools.....	1,017
<hr/>	
Total number of teachers in the state as reported.....	23,316

## DISTRICT LIBRARIES.

Number of districts having libraries.....	899
Number of volumes bought during the year.....	4,030
Whole number of volumes in district libraries.....	49,310

## SCHOOL LANDS.

Number of acres of school land sold during the year.....	459
Number of acres of school land remaining unsold.....	1,384

## SCHOOL HOUSES.

Number of stone school houses.....	220
“ brick “.....	1,339
“ frame “.....	9,740
“ log “.....	575
<hr/>	
Whole number of school houses.....	11,874
Number of school houses built during the year.....	212

## ILLITERACY.

Number of males between the ages of 12 and 21, unable to read and write.....	2,618
Number of females between the ages of 12 and 21, unable to read and write.....	1,944
<hr/>	
Total number unable to read and write as reported.....	4,562



## TEACHERS' INSTITUTES.

Number of counties in which institutes were held during the year.....	86
Whole number of institutes held during the year.....	342
Aggregate number of days' attendance.....	1,806
Number of teachers attending.....	7,491
Number of lectures delivered.....	373
Number of teachers' meetings held in county, township or district.....	391
Amount appropriated by county boards.....	\$ 917

## RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the two years ending September 30, 1878, for all school purposes, are given in separate tables, and great care has been taken to have the several items as nearly correct as it is possible to make them. Many of the County Superintendents have found it exceedingly difficult to give accurate and reliable statistics on account of the inaccuracies of some of the treasurers, but I am convinced that they made every effort possible to secure correct reports from the different townships. There are in all, eleven thousand, seven hundred and eleven school districts, and as many boards of directors to make reports to the treasurers, and the number of treasurers as reported is about one thousand, eight hundred, and these are all required to make reports to the County Superintendents, and each of the latter officers are required to report to this department. This large number of officers are required to aid in making up the report of the Superintendent of Public Instruction, which renders it a very difficult matter to secure accurate returns on the numerous items required in the short time given by the law to prepare the different statements.

Many of the school officers, not being accustomed to keeping accounts accurately and methodically, increase the difficulty, but I am confident that the financial statements given are in the main correct; whatever errors were discovered, the reports were returned for correction, and these were promptly and cheerfully made. There is no way by which the difficulties enumerated can be overcome fully so long as the present system is continued. If County Superintendents were required to make full and complete settlements with the treasurers once each year personally, and the treasurers with the district officers once every six months, the difficulties now encountered would in most cases be readily overcome, and the different reports would be more nearly accurate and reliable. In the expenditures, many small items are included under the head of all other expenditures, which it is impossible to give in detail in this report, but particular care has been taken to collect these carefully in this one item. The summaries of receipts and expenditures, as reported, are as follows:

1877.

## FINANCIAL STATEMENT.

*Receipts for the year ending September 30, 1877.*

nce on hand October 1, 1876.....	\$1,639,692 31
unt of state and county fund received.....	1,048,963 57
unt of fines and forfeitures received.....	8,118 69
unt of interest on township fund received.....	442,582 00
unt of special district taxes received.....	5,520,698 94
unt received from railroads and other back taxes.....	291,611 78
unt received from sale of district bonds.....	278,413 86
unt received from tuition.....	16,303 10
unt received from other treasurers.....	7,670 40
unt received from all other sources.....	406,176 43
tal amount of receipts and balance on hand September 30, 1877.....	\$9,660,226 41

*Expenditures for the year ending September 30.*

unt paid male teachers.....	\$ 2,351,457 96
unt paid female teachers.....	2,421,345 32
tal amount paid teachers.....	\$ 4,772,803 28
for new school houses.....	347,940 81
for school house sites and grounds.....	29,925 23
for purchase of school houses.....	5,655 08
for rent of school houses.....	27,491 45
for repairs and improvements.....	411,589 44
for school furniture.....	130,395 90
for apparatus.....	29,534 73
for books for district libraries.....	4,152 84
for fuel and other incidental expenses.....	624,533 90
for services of township treasurers.....	154,292 60
on principal of district bonds.....	440,011 44
est paid on district bonds.....	358,034 36
for insurance.....	14,530 63
directors for services.....	84 62
for tuition.....	1,589 49
for books and election blanks.....	125 37
attorney's fees.....	2,939 11
other treasurers.....	27,277 65
for all other expenditures.....	319,617 31
tal amount of expenditures paid.....	\$ 7,702,525 24
alance on hand Sept. 30, 1877.....	1,957,700 84
tal amount paid on expenditures and balance on hand.....	\$ 9,660,226 08

*Receipts for year ending Sept. 30, 1878.*

noe on hand October 1, 1877.....	\$ 1,819,035 01
unt of state and county fund received.....	1,078,554 28
unt of fines and forfeitures received.....	8,703 65
unt of interest on township funds received.....	537,194 60
unt of special district taxes received.....	5,345,749 05
unt received from railroad and other back taxes.....	432,789 10
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unt received from tuition.....	15,737 98
unt received from other treasurers.....	15,469 13
unt received from all other sources.....	168,691 21
tal amount of receipts and balance on hand Sept. 30, 1878.....	\$ 9,664,727 81

## SCHOOL CENSUS.

Number of males between 6 and 21 years of age.....	51,897
"    females        "        "        "        ".....	490,524
<b>Total number between 6 and 21 years of age.....</b>	<b>1,002,421</b>

## SCHOOL DISTRICTS.

Whole number of school districts in the state.....	11,714
Number of districts having five months school five months or more .....	11,438
Number of districts having schools less than five months....	55
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Whole number of free public schools.....	12,286
"        "        months, schools were sustained .....	87,489
Average number of months school sustained.....	7.01

## PUPILS IN ATTENDANCE.

Number of male pupils enrolled.....	361,552
"    female        "        "        "        ".....	3 5,181
<b>Total number of pupils in attendance .....</b>	<b>706,733</b>
Increase over 1877.....	12,244

## TEACHERS.

Whole number of male teachers .....	9,475
"        "    female        "        "        "        ".....	12,817
<b>Total number of teachers.....</b>	<b>22,292</b>

## MONTHS TAUGHT.

Number of months taught by male teachers.....	46,196
"        "        "    female        "        "        "        ".....	66,606
<b>Total number of months taught.....</b>	<b>112,802</b>
Increase over 1877.....	2,591

## DAYS ATTENDANCE.

Grand total number of days attendance.....	63,545,650
Increase over 1877.....	190,001

## GRADED AND HIGH SCHOOLS.

Number of graded schools.....	810
Number of high schools.....	128
Number of months taught in graded schools.....	27,727

## UNGRADED SCHOOLS.

<i>Whole number of ungraded schools.....</i>	<i>11,514</i>
<i>Number of months taught in ungraded schools.....</i>	<i>74,931</i>

## PRIVATE SCHOOLS.

Number of private schools.....	582
Number of male pupils in private schools.....	19,354
Number of female pupils in private schools.....	22,052
Whole number of pupils in private schools.....	41,406
Whole number of pupils in public schools.....	706,733
Total number of pupils attending school in the state as reported.....	748,139
Whole number of teachers in public schools.....	22,299
Whole number of teachers in private schools.....	1,017
Total number of teachers in the state as reported.....	23,316

## DISTRICT LIBRARIES.

Number of districts having libraries.....	899
Number of volumes bought during the year.....	4,030
Whole number of volumes in district libraries.....	49,310

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Number of acres of school land sold during the year.....	459
Number of acres of school land remaining unsold.....	1,384

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Whole number of school houses.....	11,874
Number of school houses built during the year.....	212

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Number of males between the ages of 12 and 21, unable to read and write.....	2,618
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Total number unable to read and write as reported.....	4,562

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Aggregate number of days' attendance.....	1,806
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Amount received from other treasurers.....	7,670 40
Amount received from all other sources.....	406,176 43
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*Expenditures for the year ending September 30.*

Amount paid male teachers.....	\$2,351,457 96
Amount paid female teachers.....	2,421,345 32
Amount paid teachers.....	\$4,772,803 28
Amount for new school houses.....	347,946 81
Amount for school house sites and grounds.....	29,925 23
Amount for purchase of school houses.....	5,655 08
Amount for rent of school houses.....	27,491 45
Amount for repairs and improvements.....	411,589 44
Amount for school furniture.....	130,395 90
Amount for apparatus.....	29,534 73
Amount for books for district libraries.....	4,152 84
Amount for fuel and other incidental expenses.....	624,533 90
Amount for services of township treasurers.....	154,292 60
Amount for principal of district bonds.....	440,011 44
Amount paid on district bonds.....	358,084 36
Amount for insurance.....	14,530 63
Amount for directors for services.....	84 62
Amount for tuition.....	1,589 49
Amount for books and election blanks.....	125 37
Amount for attorney's fees.....	2,939 11
Amount for other treasurers.....	27,277 65
Amount for all other expenditures.....	319,617 31
Amount of expenditures paid.....	\$7,702,525 24
Balance on hand Sept. 30, 1877.....	1,957,700 84
Amount paid on expenditures and balance on hand.....	\$9,660,226 08

*Receipts for year ending Sept. 30, 1878.*

Balance on hand October 1, 1877.....	\$1,819,036 01
Amount of state and county fund received.....	1,078,554 28
Amount of fines and forfeitures received.....	8,703 65
Amount of interest on township funds received.....	537,194 60
Amount of special district taxes received.....	5,345,749 05
Amount received from railroad and other back taxes.....	432,789 10
Amount received from sale of district bonds.....	212,803 80
Amount received from tuition.....	15,737 98
Amount received from other treasurers.....	15,469 13
Amount received from all other sources.....	168,691 21
Amount of receipts and balance on hand Sept. 30, 1878.....	\$9,634,727 81

*Expenditures for the year ending Sept. 30.*

Amount paid male teachers.....	\$ 2.26
Amount paid female teachers.....	2.50
Total amount paid teachers.....	4.77
Paid for new school houses.....	28
Paid for school house sites and grounds.....	2
Paid for purchase of school houses.....	1
Paid for rent of school houses.....	3
Paid for repairs and improvements.....	36
Paid for school furniture.....	11
Paid for apparatus.....	2
Paid for books for district libraries.....	
Paid for fuel and other incidental expenses.....	52
Paid for services of township treasurers.....	15
Paid on principal of district bonds.....	44
Interest paid on district bonds.....	35
Paid for insurance.....	1
Paid directors for services.....	
Paid for tuition.....	
Paid for books and election blanks.....	
Paid attorney's fees.....	
Paid other treasurers.....	1
Paid for all other expenditures.....	36
Total amount of expenditures paid.....	\$ 7.52
Balance on hand Sept. 30, 1878.....	2.10
Total amount of expenditures paid, and balance on hand.....	\$ 9.63

## OTHER FINANCIAL STATISTICS.

## TOWNSHIP FUND.

1877.

Principal of township fund.....	\$5,096.5
Amount of " " loaned.....	4,985.3
Amount not loaned as reported.....	\$111.2

## SCHOOL LANDS.

Net proceeds of school land sales.....	\$12.2
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## SCHOOL FUND LOANED.

Amount loaned on real estate security.....	2,704.0
" " " personal security.....	2,287.5

1878.

Principal of township fund.....	\$5,211.7
Amount loaned.....	5,070.5
Amount not loaned as reported.....	\$ 41.

## SCHOOL LANDS.

Net proceeds of school land sales..... \$5,016 76

## SCHOOL FUND LOANED.

Amount loaned on real estate security.....\$2,785,734 02  
 " " " personal security..... 2,284,659 14  
 Total amount loaned.....\$5,070,393 16

## SALARIES OF TEACHERS.

1877.

Highest	monthly	wages	paid	male	teachers	.....	\$250 00
"	"	"	"	female	teachers	.....	155 00
Lowest	"	"	"	male	teachers	.....	12 00
"	"	"	"	female	teachers	.....	10 00
Average	"	"	"	male	teachers	.....	46 17
"	"	"	"	female	teachers	.....	32 23

1878.

Highest	monthly	wages	paid	male	teachers	.....	\$225 00
"	"	"	"	female	teachers	.....	155 00
Lowest	"	"	"	male	teachers	.....	11 00
"	"	"	"	female	teachers	.....	8 00
Average	"	"	"	male	teachers	.....	54 07
"	"	"	"	female	teachers	.....	30 89

## MONEY BORROWED.

Amount borrowed for building purposes, 1877..... \$741,759 22  
 Amount borrowed for building purposes, 1878..... 295,274 85

Total am't borrowed for building purposes, in the two years, \$1,037,034 07  
 Whole amount of bonded indebtedness paid in the two years..... \$882,787 56

## DISTRICT TAX LEVY.

Amount of district tax levy in 1877.....\$5,731,695 24  
 Amount of district tax levy in 1878..... 5,544,275 65

Total amount of tax levy in two years.....\$11,275,970 89

Amount received from tax levy in 1877.....\$5,520,693 94  
 Amount received from tax levy in 1878..... 5,345,749 05

Total amount received in two years from district tax levy.....\$10,866,442 98



When wages are reduced below a living rate, the better class of teachers will seek employment outside the school room, thus leaving the schools to be supplied with incompetent and inefficient teachers. Good and efficient teachers can only be secured at reasonable living wages, and the schools can never be made what they should be and what the state demands, unless true men and women, experienced in the work of teaching, are employed to instruct the children, and these can only be retained in this field of labor by the payment of fair and liberal salaries.

It is earnestly urged upon school boards to reduce the miscellaneous expenses to the lowest possible point, but in the employment of teachers adopt a policy sufficiently liberal to secure the very best and most experienced teachers that can be found. A poor teacher is expensive at any price.

I am convinced, after a careful study of the subject and an examination of the work of school boards, in all sections of the state, during the past four years, that the school expenses can yet be materially reduced without in the least affecting teachers' wages.

The principal of the township, as reported for 1877, is \$5,096,585 52, and for 1878, \$5,211,781 37—a difference of \$115,195 84, which can in no way be accounted for except that the township treasurers have not accurately reported this item, or have not properly kept the accounts of this fund. It is also shown that nearly one-half of this large and sacred fund is loaned on personal security, much of which is rendered entirely worthless by this method of loaning it. Particular attention is given to this question in another portion of this report to which I respectfully invite the attention of the General Assembly. The amount of money borrowed during the two years is \$1,037,034 07, by school directors for building school houses, and the whole amount paid on district bonded indebtedness is \$882,787 56, which shows that the school indebtedness of the state has been increased, \$154,246 51.

The policy of increasing the school indebtedness is believed to be unwise and suicidal to the best interests of our free school system. The debt should be decreased each year rather than increased. A heavy indebtedness always has a tendency to cripple the best interests of the schools. It increases the taxes to such an extent that none but poor, cheap and incompetent teachers can be employed, because a sufficient amount of money can not be raised to pay both the interest on the indebtedness and meet the ordinary expenses necessary to support good and efficient schools. A good school taught in a poor school house is better than a poor school in an expensively built house, with all the outside adornments that can be devised by an architect or an extravagant school board. It is better to use the old school house with a good school in it free from debt, than it is to build an expensive house with a heavy bonded indebtedness and sustain a poor school.

The whole amount of special tax levy for the year 1878 for all school purposes, was \$5,544,275 65, and the whole amount of tax collected for the same purposes was \$5,345,749 05. The amount of taxes annually collected for school purposes has not varied very materially for several years which is a strong evidence that the people willingly support free schools and have an abiding confidence in their necessity and usefulness.

The reports from the different County Superintendents show that there are four thousand, eight hundred and ten persons between the ages of twelve and twenty-one years unable to read and write, but these reports are so imperfect as to render them almost absolutely worthless. The Superintendents are not always responsible for this state of facts, because the reports from directors and treasurers are imperfect and unreliable.

It would be truly gratifying if the number given between the ages of twelve and twenty, unable to read and write, in the state, was only about five thousand, but a comparison with other states on this subject can only force the conclusion that the number is far in excess of that reported to this office by the various school authorities. That the number is rapidly decreasing can not be doubted, and it is to be hoped that in time there will be none who will be unable not only to read and write but to do so intelligently.

#### TEACHERS' INSTITUTES.

During the two years just closed, teachers' institutes were held in nearly every county of the state and in many of them several of these meetings were held each year, as is shown by the tables given in another part of this report. The attendance was generally large, and in some of the counties all or nearly all the teachers of the county were present during the entire session.

These institutes are almost entirely supported at the expense of those in attendance, which is a strong evidence that our teachers are interested in their work, and are anxious to improve themselves in their profession.

The live, active and earnest men and women engaged in this noble work, are among those in attendance at these gatherings, and are working not only for their own improvement but for the benefit of their schools.

Many of the teachers often attend at a great sacrifice of both time and money, and are illy able to sustain the expense. I would respectfully recommend that the General Assembly make an annual appropriation of ten thousand dollars for the support of teachers' institutes. This money should be placed in the hands of the State Superintendent and he should be authorized by law to expend the sum appropriated by employing good institute workers. The men employed should be sent into the different counties to organize and superintend this important work during the months in which teachers are not engaged in school work. There is no other means by which the teachers and the schools are so much benefited as they are by a well educated teachers' institute. All classes of our people can be more directly reached in this way than by any other means that can be devised; it awakens a general interest in favor of the schools in the community in which the meeting is held and it sends the teachers into every school district with new life and energy for their work, thus benefiting the whole. Too much cannot be said in favor of this element of our educational interests, and I most earnestly hope that something may be done to **organize the work systematically and efficiently, believing that more**

good will be accomplished by the expenditure of the small sum named than it is possible to accomplish by any other method. Our normal schools are doing good work and are greatly benefitting the schools of the state, but they can reach only a comparatively few of the school districts, but by a good system of teachers' institutes nearly every district can and will be reached every year.

#### ENUMERATION.

The reports from the counties give the number of children between the ages of six and twenty-one to be one million, two thousand and twenty-one, which is an increase over the number reported in any previous year, and of this number seven hundred and six thousand, seven hundred and thirty-three are reported as having been in attendance at the public schools during the year, and forty-one thousand four hundred and six in private schools, making in all attending school, seven hundred and forty-eight thousand, one hundred and thirty-nine. The number attending private schools is undoubtedly much larger than the reports show, and I am of the opinion that the number attending the public schools is greater than is reported.

If accurate reports on this question could be secured, the result would unquestionably be materially changed. In the enumeration of the children under twenty-one years of age, and of those between six and twenty-one years, I am convinced there can be no positive reliance placed upon the work. It is taken at present by the directors more by guess than by actually doing the work, and the returns made cannot in every instance be considered reliable. If this duty were imposed upon the township treasurer as it should be the statistics on this important matter would be more reliable and in most cases accurate. It is made the duty of the board of trustees, through the treasurer, to give this information to the County Superintendents, and as long as this is required by law he should be authorized to take the enumeration of the township, or be allowed to employ some competent person to do the work.

#### COUNTY SCHOOL FUND.

The attention of the General Assembly is again respectfully called to the county school fund, and it is earnestly hoped that something may be done whereby it can be made of more value to the schools than it is at present. A number of the Superintendents report the funds to have been loaned on personal security by predecessors, and that neither the principal or interest can be collected, many of the notes taken being absolutely worthless.

The fund was created by an act to provide for the distribution and application of the interest on the school, college and seminary funds, approved February 7th, 1835. In this act it was provided that no teacher should receive from the state fund more than half the amount due for services rendered during the preceding school year; and the surplus, in the hands of any school commissioner, was set apart as a principal of a new fund, to be known and designated as "*The County School Fund.*" It will thus be seen why only a part of

the counties have such a fund and why there is so large a difference in the funds of the different counties.

The amount of this fund varies with the reports made each year, sometimes it is made to be more and sometimes less. In the report of 1873-4, it was given at \$348,285 75; in 1875, it was \$202,529 99; in 1876, \$332,989 52; in 1877, at \$171,771 81, and in 1878, as reported, it appears to be \$175,361 00. How it can be made to vary so much in a few years is beyond comprehension. There is no provision made by law for its increase or decrease, nor has there been such a provision for many years, hence the amount of the principal should remain the same from year to year. It is also made to vary in the same counties as is shown by the annexed table both in principal and interest. Calhoun county reports neither principal nor interest for 1877, while this year \$6,069 74 is reported as the principal, and \$589 64 interest. Carroll county reports this year the principal to be \$1,500, and the interest \$140, while last year the interest was reported at \$825.

Green county reported the principal in 1877 at \$4,705 50, and this year as being \$1,625. It is however not necessary to continue the comparison any further, the tables for the years 1875, 1876, 1877 and 1878, give all the figures needed for information.

I only repeat the recommendation made in my last report, which is as follows:

"I most earnestly call your attention to this question, and recommend that a law be passed authorizing the State Superintendent to ascertain the actual amount of money belonging to this fund in the several counties, and to provide, after this has been done, that it be distributed to the several townships in the counties to which the fund belongs, and added to the township school fund to be loaned with that derived from the sale of the sixteenth section. There seems to be no good reason why a county fund should exist so long as there is no provision by law for its increase. It will be seen that the rate of interest derived from this fund is much less than that derived from the township fund which is loaned by the Township Treasurers. In many of the counties the fund is so small that it is deemed of little importance as to what is done with it, while in others it is large and worthy of close attention. If it is distributed among the townships, it becomes a portion of the permanent fund, and will be carefully accounted for. This distribution should be made upon the school population as it appears at the time. At present, in many of the counties, the existence of such a fund is known only to the County Superintendent."

## COUNTY FUND AS REPORTED.

Counties.	Principal of County fund 1877.	Principal of County fund 1878.	Interest on County fund 1877.	Interest on County fund 1878.
Adams				
Alexander	\$199 22	\$199 22		\$12 00
Bond	8,448 42	8,448 42	\$787 78	813 45
Boone				
Brown				
Bureau				
Calhoun		6,069 74		589 64
Carroll	14,067 37	15,000 00	825 00	140 00
Cass	2,352 65	2,401 55	254 00	68 07
Champaign	1,112 50	11,576 40	35 00	228 38
Christian				
Clark	22,002 19	657 00	1,844 02	60 00
Clay	743 53	753 45	78 35	75 35
Clinton	1,010 00	1,200 36	53 00	96 28
Coles	1,330 96	1,349 38	183 08	136 16
Cook	3,584 79	3,534 79	171 42	110 45
Crawford				
Cumberland				
DeKalb				
DeWitt		5,962 78		339 51
Douglas				
DuPage				
Edgar				
Edwards	758 70	758 70	75 87	75 87
Effingham				
Fayette	2,433 00	2,433 00	125 00	243 00
Ford				
Franklin	863 00	854 80	27 00	25 00
Fulton	400 00	506 00	30 00	10 00
Gallatin	867 00	867 00	86 67	86 70
Greene	4,705 50	1,625 00	54 13	160 00
Grundy				
Hamilton	601 97			
Hancock	2,305 37	2,352 00	138 10	254 33
Hardin	800 40	800 40	52 50	85 55
Henderson	477 00	477 00	35 43	43 95
Henry				
Iroquois	953 95	953 95	52 65	60 00
Jackson				
Jasper	1,320 20	1,047 85	96 00	18 00
Jefferson	920 91	920 90	50 25	35 00
Jersey				
JoDavless	10,218 04	10,218 04	655 10	783 14
Johnson				
Kane				
Kankakee				
Kendall				
Knox	508 08	508 00	50 90	51 15
Lake		953 37		12 33
LaSalle	1,600 00	1,600 00	160 00	160 00
Lawrence	2,650 32	2,650 32	218 67	272 25
Lee				
Livingston				
Logan	135 00			
Macon	15,413 71	15,934 40	1,939 61	571 74
Macoupin				
Madison				
Marion	1,330 00	1,300 00	100 00	130 00
Marshall				
Mason				
Massac				
McDonough	800 00	691 25	60 00	82 50
McHenry				
McLean				
Menard		4,650 22		264 77
Mercer	2,168 00	2,168 00	318 40	135 60
Monroe	112 00	112 00	11 20	11 20
Montgomery	662 73	617 93	54 00	60 00
Morgan				
Moultrie				
Ogle	6,052 26	6,052 26		400 00
Peoria				
Perry	4,098 51	4,098 51	312 75	
Piatt	8,152 75	8,251 75	538 18	440 49
Pike	875 00		64 90	

## COUNTY FUND AS REPORTED.—Continued.

Counties.	Principal of County fund 1877.	Principal of County fund 1878.	Interest on County fund 1877.	Interest on County fund 1878.
ski.....	\$ 81 00	81 00	8 20	8 10
am.....	4,009 00	4,009 00	333 77	402 27
olph.....				
land.....				
c Island.....				
re.....	6,000 00	6,000 00	697 86	80 00
ramon.....	2,407 83	2,407 83	70 00	
tyler.....				
t.....				
by.....				34 48
k.....	376 76	376 76	37 67	112 66
Clair.....	1,325 00	1,325 00	116 66	
henson.....				66 60
well.....	606 25	606 25	65 75	26 70
on.....	731 00	931 00	69 70	538 96
nilion.....	6,161 00	6,150 00	325 00	
ash.....				8 60
ren.....	880 58	880 58	82 80	39 12
hington.....	391 29	391 29	39 12	22 95
ne.....	739 46	739 46	34 40	1,537 10
te.....	264 80	11,414 80	112 64	
teside.....				
	976 00	1,276 00	90 00	96 23
iamson.....	2,201 75	2,175 25	88 20	789 21
nebago.....	5,980 06	5,980 06	657 29	
dford.....				
Total.....	\$171,771 71	\$175,361 00	\$ 12,450 02	\$10,902 99

The following tables show the amount of interest on school fund and the amount of the school tax fund that has been paid to each of the County Superintendents of Schools in the State, by the Auditor of Public Accounts, during the years 1876 and 1877:

Counties.	1876.			1877.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
Adams.....	\$ 262 27	\$22,169 49	\$23,431 76	\$1,262 27	\$22,169 49	\$23,431 76
Alexander.....	227 57	3,996 87	4,224 44	227 57	3,996 87	4,224 44
Bond.....	312 54	5,489 21	5,801 75	312 54	5,489 21	5,801 75
Boone.....	274 01	4,812 46	5,086 47	274 01	4,812 46	5,086 47
Brown.....	288 57	5,068 25	5,356 82	288 57	5,068 25	5,356 82
Bureau.....	730 94	12,837 62	13,568 56	730 94	12,837 62	13,568 56
Calhoun.....	158 33	2,780 78	2,939 11	158 33	2,780 78	2,939 11
Carroll.....	380 08	6,675 33	7,055 41	380 08	6,675 33	7,055 41
Cass.....	253 37	4,449 98	4,703 35	253 37	4,449 98	4,703 35
Champaign.....	741 09	13,015 94	13,757 03	741 09	13,015 94	13,757 03
Christian.....	461 51	8,105 55	8,567 06	461 51	8,105 55	8,567 06
Clark.....	440 12	7,729 91	8,170 03	440 12	7,729 91	8,170 03
Clay.....	387 07	6,798 11	7,185 18	387 07	6,798 11	7,185 18
Clinton.....	374 33	6,574 48	6,948 81	374 33	6,574 48	6,948 81
Coles.....	590 79	10,376 21	10,967 00	590 79	10,376 21	10,967 00
Cook.....	6,960 31	122,245 35	129,205 66	6,960 31	122,245 35	129,205 66
Crawford.....	342 46	6,014 67	6,357 13	342 46	6,014 67	6,357 13
Cumberland.....	247 77	5,229 70	5,477 47	247 77	5,229 70	5,477 47
DeKalb.....	499 92	8,780 10	9,280 02	499 92	8,780 10	9,280 02
Dewitt.....	339 51	5,962 78	6,302 29	339 51	5,962 78	6,302 29
Douglas.....	317 91	5,583 48	5,901 39	317 91	5,583 48	5,901 39
DuPage.....	352 65	6,193 72	6,546 37	352 65	6,193 72	6,546 37
Edgar.....	500 83	8,796 18	9,297 01	500 83	8,796 18	9,297 01
Edwards.....	182 42	3,203 92	3,386 34	182 42	3,203 92	3,386 34
Efingham.....	369 96	6,497 74	6,867 70	369 96	6,497 74	6,867 70
Fayette.....	465 63	8,177 90	8,643 53	465 63	8,177 90	8,643 53
Ford.....	204 89	3,598 57	3,803 46	204 89	3,598 57	3,803 46
Franklin.....	331 76	5,826 84	6,158 60	331 76	5,826 84	6,158 60
Fulton.....	376 74	15,398 42	16,275 16	376 74	15,398 42	16,275 16
Gallatin.....	277 00	4,865 08	5,142 08	277 00	4,865 08	5,142 08
Greene.....	467 13	8,204 21	8,671 34	467 13	8,204 21	8,671 34
Grundy.....	329 39	5,785 19	6,114 58	329 39	5,785 19	6,114 58
Hamilton.....	334 10	5,867 77	6,201 87	334 10	5,867 77	6,201 87
Hancock.....	828 23	14,546 28	15,374 51	828 23	14,546 28	15,374 51
Hardin.....	125 00	2,185 39	2,310 39	125 00	2,185 39	2,310 39
Henderson.....	279 00	4,899 43	5,178 43	279 00	4,899 43	5,178 43
Henry.....	784 33	13,775 27	14,559 60	784 33	13,775 27	14,559 60
Iroquois.....	592 83	10,412 02	11,004 85	592 83	10,412 02	11,004 85
Jackson.....	462 92	8,130 40	8,593 32	462 92	8,130 40	8,593 32
Jasper.....	281 79	4,949 13	5,230 92	281 79	4,949 13	5,230 92
Jefferson.....	446 90	7,849 03	8,295 93	446 90	7,849 03	8,295 93
Jersey.....	365 68	5,895 54	6,261 22	365 68	5,895 54	6,261 22
Jo Daviess.....	638 60	11,215 93	11,854 53	638 60	11,215 93	11,854 53
Johnson.....	289 95	5,062 37	5,352 32	289 95	5,062 37	5,352 32
Kane.....	807 25	14,177 95	14,985 20	807 25	14,177 95	14,985 20
Kankakee.....	571 19	10,032 00	10,603 19	571 19	10,032 00	10,603 19
Kendall.....	264 81	4,650 95	4,915 76	264 81	4,650 95	4,915 76
Knox.....	853 48	14,989 89	15,843 37	853 48	14,989 89	15,843 37
Lake.....	448 65	7,879 72	8,328 37	448 65	7,879 72	8,328 37
LaSalle.....	1,351 90	23,743 68	25,095 58	1,351 90	23,743 68	25,095 58
Lawrence.....	303 97	5,388 66	5,692 63	303 97	5,388 66	5,692 63
Lee.....	606 11	10,645 16	11,251 27	606 11	10,645 16	11,251 27
Livingston.....	726 28	12,755 77	13,482 05	726 28	12,755 77	13,482 05
Logan.....	532 66	9,355 25	9,887 91	532 66	9,355 25	9,887 91
Macon.....	598 78	10,516 53	11,115 31	598 78	10,516 53	11,115 31
Macoupin.....	755 74	13,273 19	14,028 93	755 74	13,273 19	14,028 93
Madison.....	999 95	17,562 39	18,562 34	999 95	17,562 39	18,562 34
Marion.....	478 28	8,400 07	8,878 35	478 28	8,400 07	8,878 35
Marshall.....	381 24	6,695 79	7,077 03	381 24	6,695 79	7,077 03
Mason.....	369 51	6,489 70	6,859 21	369 51	6,489 70	6,859 21
Massac.....	226 86	3,984 44	4,211 30	226 86	3,984 44	4,211 30
McDonough.....	616 01	10,819 09	11,435 10	616 01	10,819 09	11,435 10
McHenry.....	500 66	8,793 25	9,293 91	500 66	8,793 25	9,293 91
McLean.....	1,197 86	21,038 18	22,236 04	1,197 86	21,038 18	22,236 04
Menard.....	264 77	4,650 22	4,914 99	264 77	4,650 22	4,914 99
Mercer.....	428 18	7,520 16	7,948 34	428 18	7,520 16	7,948 34
Monroe.....	300 22	5,272 88	5,573 10	300 22	5,272 88	5,573 10
Montgomery.....	591 25	10,384 25	10,975 50	591 25	10,384 25	10,975 50
Morgan.....	628 20	11,033 22	11,661 42	628 20	11,033 22	11,661 42

Counties.	1876.			1877.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
erie	\$248 25	\$4,360 08	\$4,608 33	\$248 25	\$4,360 08	\$4,608 33
a	599 07	10,521 65	11,120 72	599 07	10,521 65	11,120 72
1,078 52	18,942 18	20,020 70	1,078 52	18,942 18	20,020 70	1,078 52
323 61	5,683 60	6,007 21	323 61	5,683 60	6,007 21	323 61
252 08	4,427 32	4,679 40	252 08	4,427 32	4,679 40	252 08
711 76	12,500 71	13,212 47	711 76	12,500 71	13,212 47	711 76
285 37	5,011 98	5,297 35	285 37	5,011 98	5,297 35	285 37
193 08	3,391 01	3,584 09	193 08	3,391 01	3,584 09	193 08
137 15	2,408 79	2,545 94	137 15	2,408 79	2,545 94	137 15
487 27	8,557 93	9,045 20	487 27	8,557 93	9,045 20	487 27
311 42	5,469 47	5,780 89	311 42	5,469 47	5,780 89	311 42
641 27	11,262 70	11,903 97	641 27	11,262 70	11,903 97	641 27
322 36	5,661 68	5,984 04	322 36	5,661 68	5,984 04	322 36
1,013 77	17,805 02	18,818 79	1,013 77	17,805 02	18,818 79	1,013 77
393 10	6,904 08	7,297 18	393 10	6,904 08	7,297 18	393 10
233 77	4,105 76	4,339 53	233 77	4,105 76	4,339 53	233 77
612 52	10,757 70	11,370 22	612 52	10,757 70	11,370 22	612 52
239 52	4,206 61	4,446 13	239 52	4,206 61	4,446 13	239 52
1,135 90	19,949 98	21,085 88	1,135 90	19,949 98	21,085 88	1,135 90
694 28	12,193 77	12,888 05	694 28	12,193 77	12,888 05	694 28
625 16	10,979 87	11,605 03	625 16	10,979 87	11,605 03	625 16
397 34	6,978 62	7,375 96	397 34	6,978 62	7,375 96	397 34
708 43	12,442 25	13,150 68	708 43	12,442 25	13,150 68	708 43
209 30	3,676 04	3,885 34	209 30	3,676 04	3,885 34	209 30
515 81	9,059 27	9,575 08	515 81	9,059 27	9,575 08	515 81
417 23	7,327 95	7,745 18	417 23	7,327 95	7,745 18	417 23
494 88	8,691 67	9,186 55	494 88	8,691 67	9,186 55	494 88
417 23	7,327 95	7,745 18	417 23	7,327 95	7,745 18	417 23
599 03	10,520 91	11,119 94	599 03	10,520 91	11,119 94	599 03
935 62	16,432 53	17,368 15	935 62	16,432 53	17,368 15	935 62
459 18	8,064 62	8,523 80	459 18	8,064 62	8,523 80	459 18
614 01	10,784 01	11,398 02	614 01	10,784 01	11,398 02	614 01
428 01	7,517 24	7,945 25	428 01	7,517 24	7,945 25	428 01
total	\$56,937 31	\$1,000,000 00	\$1,056,937 31	\$56,937 31	\$1,000,000 00	\$1,056,937 31



## COMPENSATION OF COUNTY SUPERINTENDENTS.

1877.

Amount received as per diem.....	\$57,572 79
“ “ as commissions on distribution.....	21,731 51
“ “ “ “ sale of school lands..	71 60
“ “ “ “ money loaned.....	1,006 44
“ “ from all other sources.....	1,623 71

Total compensation received during the year..... \$82,006 05

Average salary of county superintendents, for the year... \$745 15

1878.

Amount received as per diem.....	\$ 44,693 50
“ “ commissions on distribution of funds...	21,075 17
“ “ “ sale of school lands....	6 00
“ “ “ money loaned.....	531 45
“ received from all other sources.....	1,258 40

Total amount received for services rendered during the  
year ..... 67,564 52

## COST PER PUPIL.

1877.

Cost per pupil for tuition on school census.....	\$4 81
“ “ incidentals.....	43

Total ..... \$5 44

Cost per pupil on enrollment for tuition.....	6 87
“ “ “ incidentals.....	90

Total ..... \$7 77

1878.

Cost per pupil for tuition on school census .....	\$5 34
“ “ incidentals on “ .....	58

Total ..... \$5 92

Cost per pupil on enrollment for tuition.....	\$6 75
“ “ “ incidentals .....	74

Total ..... \$7 94

The whole amount of money received for school purposes from all sources during the year ending September 30th, 1878, was \$9,634,727 81 as reported by the County Superintendents, which is less by \$25,498 60 than that reported as having been received in 1877.

The whole expenditure for school purposes for the year ending September 30th, 1877, was \$7,702,525 24, and for the year 1878, \$7,526,109 26, and the total amount expended in the two years was \$15,228,634 50.

During the year 1878 there was a decrease in the expenditures of the previous years amounting to \$186,415 98, as is shown by the reports. This decrease was caused by the reduction of teachers' wages, less expenditures for building school houses, making repairs, purchasing fuel and by greater economy in other expenses.

The miscellaneous expenses of our schools are yet much higher than they should be, and should still be materially reduced.

If directors will cease purchasing useless and worthless articles at exorbitant prices, often from irresponsible and unscrupulous traveling agents, a still further reduction can be made in the miscellaneous accounts, without affecting the efficiency of the schools in the least.

Large amounts of school supplies, such as maps, charts and apparatus, are purchased by the directors, that are of no benefit to the schools, and are never used by the teachers and pupils. Good maps and apparatus are unquestionably beneficial and a great help in the school, but when they are needed, directors should purchase them of responsible parties, and of those only that they know to be so, at reasonable prices. Districts have purchased maps at forty and fifty dollars a set, of traveling agents, that can be bought in any responsible book or furnishing store at not to exceed eight or ten dollars.

Lightning rods have been put upon school houses at exorbitant prices by agents, because directors allowed themselves to be committed individually in the shops, fields and on the roads, which in most cases could not have been done had the board held a meeting and consulted together before consent was given.

One case came under my personal observation during the present year that is worthy of notice, and without doubt there are many such cases, if only the facts could be learned.

An old school house standing by the roadside without a fence around it, and in a very dilapidated condition, not worth more than fifty or seventy-five dollars at most, had three new lightning rods put upon it, at an expense to the district of sixty-five dollars and fifty cents, by a traveling agent.

When money is thus carelessly and lavishly expended by school officers, the people have cause for complaining of high school taxes and large school expenses.

Teachers' wages, in many portions of the state, have been reduced to such an extent as to be ruinous to the best interests of the schools, and *such a policy no person can admit to be economic or wise.*

When wages are reduced below a living rate, the better class of teachers will seek employment outside the school room, thus leaving the schools to be supplied with incompetent and inefficient teachers. Good and efficient teachers can only be secured at reasonable living wages, and the schools can never be made what they should be and what the state demands, unless true men and women, experienced in the work of teaching, are employed to instruct the children, and these can only be retained in this field of labor by the payment of fair and liberal salaries.

It is earnestly urged upon school boards to reduce the miscellaneous expenses to the lowest possible point, but in the employment of teachers adopt a policy sufficiently liberal to secure the very best and most experienced teachers that can be found. A poor teacher is expensive at any price.

I am convinced, after a careful study of the subject and an examination of the work of school boards, in all sections of the state, during the past four years, that the school expenses can yet be materially reduced without in the least affecting teachers' wages.

The principal of the township, as reported for 1877, is \$5,096,585 52, and for 1878, \$5,211,781 37—a difference of \$115,195 84, which can in no way be accounted for except that the township treasurers have not accurately reported this item, or have not properly kept the accounts of this fund. It is also shown that nearly one-half of this large and sacred fund is loaned on personal security, much of which is rendered entirely worthless by this method of loaning it. Particular attention is given to this question in another portion of this report to which I respectfully invite the attention of the General Assembly. The amount of money borrowed during the two years is \$1,037,034 07, by school directors for building school houses, and the whole amount paid on district bonded indebtedness is \$882,787 56, which shows that the school indebtedness of the state has been increased, \$154,246 51.

The policy of increasing the school indebtedness is believed to be unwise and suicidal to the best interests of our free school system. The debt should be decreased each year rather than increased. A heavy indebtedness always has a tendency to cripple the best interests of the schools. It increases the taxes to such an extent that none but poor, cheap and incompetent teachers can be employed, because a sufficient amount of money can not be raised to pay both the interest on the indebtedness and meet the ordinary expenses necessary to support good and efficient schools. A good school taught in a poor school house is better than a poor school in an expensively built house, with all the outside adornments that can be devised by an architect or an extravagant school board. It is better to use the old school house with a good school in it free from debt, than it is to build an expensive house with a heavy bonded indebtedness and sustain a poor school.

The whole amount of special tax levy for the year 1878 for all school purposes, was \$5,544,275 65, and the whole amount of tax collected for the same purposes was \$5,345,749 05. The amount of taxes annually collected for school purposes has not varied very materially for several years which is a strong evidence that the people willingly support free schools and have an abiding confidence in their necessity and usefulness.

The reports from the different County Superintendents show that there are four thousand, eight hundred and ten persons between the ages of twelve and twenty-one years unable to read and write, but these reports are so imperfect as to render them almost absolutely worthless. The Superintendents are not always responsible for this state of facts, because the reports from directors and treasurers are imperfect and unreliable.

It would be truly gratifying if the number given between the ages of twelve and twenty, unable to read and write, in the state, was only about five thousand, but a comparison with other states on this subject can only force the conclusion that the number is far in excess of that reported to this office by the various school authorities. That the number is rapidly decreasing can not be doubted, and it is to be hoped that in time there will be none who will be unable not only to read and write but to do so intelligently.

#### TEACHERS' INSTITUTES.

During the two years just closed, teachers' institutes were held in nearly every county of the state and in many of them several of these meetings were held each year, as is shown by the tables given in another part of this report. The attendance was generally large, and in some of the counties all or nearly all the teachers of the county were present during the entire session.

These institutes are almost entirely supported at the expense of those in attendance, which is a strong evidence that our teachers are interested in their work, and are anxious to improve themselves in their profession.

The live, active and earnest men and women engaged in this noble work, are among those in attendance at these gatherings, and are working not only for their own improvement but for the benefit of their schools.

Many of the teachers often attend at a great sacrifice of both time and money, and are illly able to sustain the expense. I would respectfully recommend that the General Assembly make an annual appropriation of ten thousand dollars for the support of teachers' institutes. This money should be placed in the hands of the State Superintendent and he should be authorized by law to expend the sum appropriated by employing good institute workers. The men employed should be sent into the different counties to organize and superintend this important work during the months in which teachers are not engaged in school work. There is no other means by which the teachers and the schools are so much benefited as they are by a well educated teachers' institute. All classes of our people can be more directly reached in this way than by any other means that can be devised; it awakens a general interest in favor of the schools in the community in which the meeting is held and it sends the teachers into every school district with new life and energy for their work, thus benefiting the whole. Too much cannot be said in favor of this element of our educational interests, and I most earnestly hope that something may be done to *organize the work systematically and efficiently, believing that more*

good will be accomplished by the expenditure of the small sum named than it is possible to accomplish by any other method. Our normal schools are doing good work and are greatly benefitting the schools of the state, but they can reach only a comparatively few of the school districts, but by a good system of teachers' institutes nearly every district can and will be reached every year.

#### ENUMERATION.

The reports from the counties give the number of children between the ages of six and twenty-one to be one million, two thousand and twenty-one, which is an increase over the number reported in any previous year, and of this number seven hundred and six thousand, seven hundred and thirty-three are reported as having been in attendance at the public schools during the year, and forty-one thousand four hundred and six in private schools, making in all attending school, seven hundred and forty-eight thousand, one hundred and thirty-nine. The number attending private schools is undoubtedly much larger than the reports show, and I am of the opinion that the number attending the public schools is greater than is reported.

If accurate reports on this question could be secured, the result would unquestionably be materially changed. In the enumeration of the children under twenty-one years of age, and of those between six and twenty-one years, I am convinced there can be no positive reliance placed upon the work. It is taken at present by the directors more by guess than by actually doing the work, and the returns made cannot in every instance be considered reliable. If this duty were imposed upon the township treasurer as it should be the statistics on this important matter would be more reliable and in most cases accurate. It is made the duty of the board of trustees, through the treasurer, to give this information to the County Superintendents, and as long as this is required by law he should be authorized to take the enumeration of the township, or be allowed to employ some competent person to do the work.

#### COUNTY SCHOOL FUND.

The attention of the General Assembly is again respectfully called to the county school fund, and it is earnestly hoped that something may be done whereby it can be made of more value to the schools than it is at present. A number of the Superintendents report the funds to have been loaned on personal security by predecessors, and that neither the principal or interest can be collected, many of the notes taken being absolutely worthless.

The fund was created by an act to provide for the distribution and application of the interest on the school, college and seminary funds, approved February 7th, 1835. In this act it was provided that no teacher should receive from the state fund more than half the amount due for services rendered during the preceding school year; and the surplus, in the hands of any school commissioner, was set apart as a principal of a new fund, to be known and designated as "*The County School Fund.*" It will thus be seen why only a part of

he counties have such a fund and why there is so large a difference in the funds of the different counties.

The amount of this fund varies with the reports made each year, sometimes it is made to be more and sometimes less. In the report of 1873-4, it was given at \$348,285 75; in 1875, it was \$202,529 99; in 1876, \$332,989 52; in 1877, at \$171,771 81, and in 1878, as reported, it appears to be \$175,361 00. How it can be made to vary so much in a few years is beyond comprehension. There is no provision made by law for its increase or decrease, nor has there been such a provision for many years, hence the amount of the principal should remain the same from year to year. It is also made to vary in the same counties as is shown by the annexed table both in principal and interest. Calhoun county reports neither principal nor interest for 1877, while this year \$6,069 74 is reported as the principal, and \$589 64 interest. Carroll county reports this year the principal to be \$1,500, and the interest \$140, while last year the interest was reported at \$825.

Green county reported the principal in 1877 at \$4,705 50, and this year as being \$1,625. It is however not necessary to continue the comparison any further, the tables for the years 1875, 1876, 1877 and 1878, give all the figures needed for information.

I only repeat the recommendation made in my last report, which is as follows:

"I most earnestly call your attention to this question, and recommend that a law be passed authorizing the State Superintendent to ascertain the actual amount of money belonging to this fund in the several counties, and to provide, after this has been done, that it be distributed to the several townships in the counties to which the fund belongs, and added to the township school fund to be loaned with that derived from the sale of the sixteenth section. There seems to be no good reason why a county fund should exist so long as there is no provision by law for its increase. It will be seen that the rate of interest derived from this fund is much less than that derived from the township fund which is loaned by the Township Treasurers. In many of the counties the fund is so small that it is deemed of little importance as to what is done with it, while in others it is large and worthy of close attention. If it is distributed among the townships, it becomes a portion of the permanent fund, and will be carefully accounted for. This distribution should be made upon the school population as it appears at the time. At present, in many of the counties, the existence of such a fund is known only to the County Superintendent."

## COUNTY FUND AS REPORTED.

Counties.	Principal of	Principal of	Interest on	Interest on
	County fund	County fund	County fund	County fund
	1877.	1878.	1877.	1878.
Adams				
Alexander	\$199 22	\$199 22		\$12 00
Bond	8,448 42	8,448 42	\$767 78	813 45
Boone				
Brown				
Bureau				
Calhoun		6,089 74		589 04
Carroll	14,067 37	15,000 00	825 00	140 00
Cass	2,352 65	2,401 55	254 00	68 07
Champaign	1,112 50	11,576 40	35 00	228 38
Christian				
Clark	22,002 19	657 00	1,844 02	60 80
Clay	743 53	753 45	78 35	75 35
Clinton	1,010 00	1,200 36	53 00	96 28
Coles	1,330 96	1,349 38	183 08	136 16
Cook	3,584 79	3,534 79	171 42	110 45
Crawford				
Cumberland				
DeKalb				
DeWitt		5,962 78		339 51
Douglas				
DuPage				
Edgar				
Edwards	758 70	758 70	75 87	75 87
Effingham				
Fayette	2,433 00	2,433 00	125 00	249 00
Ford				
Franklin	883 00	854 80	27 00	25 00
Fulton	400 00	506 00	30 00	10 00
Gallatin	867 00	867 00	86 67	86 70
Greene	4,705 50	1,625 00	94 13	160 00
Grundy				
Hamilton	601 87			
Hancock	2,305 37	2,352 00	136 10	254 33
Hardin	800 40	800 40	52 50	85 55
Henderson	477 00	477 00	35 43	43 96
Henry				
Iroquois	953 95	953 95	52 65	60 00
Jackson				
Jasper	1,320 20	1,047 85	96 00	18 00
Jefferson	920 91	920 90	50 25	35 00
Jersey				
JoDavies	10,218 04	10,218 04	655 10	783 14
Johnson				
Kane				
Kankakee				
Kendall				
Knox	508 08	508 00	50 90	51 15
Lake		953 37		12 33
LaSalle	1,600 00	1,600 00	160 00	160 00
Lawrence	2,650 32	2,650 32	218 67	272 25
Lee				
Livingston				
Logan	135 00			
Macon	15,413 71	15,934 40	1,939 61	571 74
Macoupin				
Madison				
Marion	1,330 00	1,300 00	100 00	130 00
Marshall				
Mason				
Massac				
McDonough	800 00	691 25	60 00	82 50
McHenry				
McLean				
Menard		4,650 22		264 77
Mercer	2,168 00	2,168 00	318 40	136 60
Monroe	112 00	112 00	11 20	11 20
Montgomery	682 73	617 93	54 00	60 00
Morgan				
Moultrie				
Ogle	6,052 28	6,052 28		400 00
Peoria				
Perry	4,098 51	4,098 51	312 75	
Platt	8,152 75	8,251 75	538 18	440 00
Pike	875 00		64 90	

## COUNTY FUND AS REPORTED.—Continued.

Counties.	Principal of County fund 1877.	Principal of County fund 1878.	Interest on County fund 1877.	Interest on County fund 1878.
.....				8 10
.....	\$ 81 00	81 00	8 20	402 27
l.....	4,009 00	4,009 00	333 77	.....
ph.....				.....
d.....				.....
sland.....				.....
.....	6,000 00	6,000 00	697 86	80 00
ion.....	2,407 83	2,407 83	70 00	.....
r.....				.....
.....				.....
.....	376 76	376 76	37 67	34 48
ir.....	1,325 00	1,325 00	116 66	112 66
ison.....				66 60
ll.....	606 25	606 25	65 75	26 70
.....	731 00	931 00	89 70	538 96
lon.....	6,161 00	6,150 00	325 00	.....
l.....				8 60
.....	880 58	880 58	82 80	39 12
gton.....	391 29	391 29	39 12	22 95
.....	739 46	739 46	34 40	1,537 10
.....	264 80	11,414 80	112 64	.....
ide.....				.....
.....	976 00	1,276 00	90 00	96 23
ison.....	2,201 75	2,175 25	88 20	789 21
ago.....	5,980 06	5,980 06	657 29	.....
ord.....				.....
al.....	\$171,771 71	\$175,361 00	\$ 12,450 02	\$10,902 99



## FINANCIAL STATISTICS—Continued.

Counties.	Balance in treasury October 1, 1876.	Amount of state and county funds received from county superinten- dent.	Amount of fines and forfeitures received from county superin- tendent.	Amount of interest on township fund received.	Amount of special district taxes received.
Madison .....	\$22,850 01	\$18,191 09	\$250 00	\$5,936 60	\$118,307 00
Marion .....	8,263 73	8,784 39		1,466 30	29,896 79
Marshall .....	12,032 72	6,937 87	346 23	3,215 13	34,061 85
Mason .....	20,805 26	6,771 99		4,151 00	50,982 90
Massac .....	4,340 66	4,102 76	138 89	823 52	11,507 13
McDonough .....	12,737 73	10,096 30		2,404 90	60,450 68
McHenry .....	16,256 25	9,097 75		3,517 79	43,123 99
McLean .....	59,789 26	22,055 77	375 62	15,017 78	144,279 62
Menard .....	6,976 32	4,766 68	43 10	1,289 45	36,751 54
Mercer .....	17,293 62	7,948 35	222 07	2,630 93	42,912 72
Monroe .....	7,497 64	5,617 10	136 25	2,730 49	20,073 32
Montgomery .....	15,967 08	10,810 70		7,586 71	46,894 57
Morgan .....	28,647 10	11,495 04		4,532 24	91,849 20
Moultrie .....	7,175 88	4,477 62	235 41	1,800 63	24,428 99
Ogle .....	21,676 01	10,720 68		7,318 45	82,008 68
Peoria .....	34,728 32	19,669 31		5,140 60	107,666 17
Perry .....	5,374 68	6,252 12		1,226 30	20,264 48
Platt .....	9,615 66	5,625 29		4,131 31	41,592 40
Pike .....	15,998 68	13,272 01		5,064 55	53,734 96
Pope .....	2,362 58	5,122 91		1,113 95	10,707 31
Pulaski .....	1,277 37	3,376 25		578 40	5,577 58
Putnam .....	4,604 97	2,860 43		2,041 16	12,625 47
Randolph .....	12,493 41	8,864 19	128 18	2,495 31	37,000 12
Richland .....	6,927 47	5,939 29		1,705 62	24,671 65
Rock Island .....	21,593 28	11,415 65		3,464 75	85,480 85
Saline .....	2,728 19	6,182 09		736 99	12,501 08
Sangamon .....	23,191 90	19,623 04		4,527 87	104,564 77
Schuyler .....	10,886 83	7,210 59		3,079 68	27,160 37
Scott .....	6,003 10	4,252 74	230 00	1,134 09	23,549 50
Shelby .....	10,504 99	11,768 59		3,188 56	35,890 82
Stark .....	16,124 39	4,483 03		1,014 62	38,537 79
St. Clair .....	59,512 02	20,779 37	486 56	5,775 49	125,375 83
Stephenson .....	17,946 77	13,075 81		4,072 65	41,748 21
Tazewell .....	39,849 07	11,528 25		5,324 09	71,918 11
Union .....	11,151 88	7,279 60		808 97	22,077 82
Vermillion .....	16,102 74	12,693 51		9,490 04	88,308 72
Wabash .....	2,301 63	3,849 00		1,278 53	10,671 92
Warren .....	20,788 86	9,386 38	119 56	2,332 43	59,245 48
Washington .....	5,352 62	7,610 20		2,795 40	28,235 96
Wayne .....	7,288 46	9,240 83	57 19	2,185 58	19,861 91
White .....	10,320 54	8,264 37	167 60	1,298 96	23,555 07
Whiteside .....	26,155 90	10,897 54	263 26	16,780 22	81,644 88
Will .....	32,139 21	17,521 21		8,700 50	58,490 89
Williamson .....	8,250 18	4,463 84		515 00	11,074 76
Winnebago .....	16,184 72	11,821 69	9 00	3,427 42	38,317 88
Woodford .....	14,566 81	7,786 32		6,172 45	48,853 67
Totals .....	\$1,639,692 31	\$1,048,963 57	\$8,118 69	\$442,582 00	\$5,520,693 94

TABLE I—Continued.

Counties.	Railroad back tax.	Amo't received f'm dist. bonds issued for building purposes.	Tuition.	From other treasur- ers.	All other sources.	Total amount received during the year ending Sept. 30, 1877.
Adair	\$ 1,328 25	\$ 6,306 00	\$ 686 61		\$13,777 00	\$ 166,575 64
Adair		100 00	24 90		108 27	29,408 28
Adair	1,207 04	1,000 00	726 30		883 40	42,249 62
Adair	515 16		361 41		440 00	40,893 23
Adair	1,395 01	215 29	85 19		50 00	33,415 14
Adair	7,628 56				1,526 77	147,071 55
Adair			6 50		1,466 48	15,141 57
Adair	2,653 42	959 60	875 48		1,297 93	72,730 17
Adair	493 19	3,620 00		\$ 558 85	803 54	62,203 08
Adair	2,719 05	6,937 50	925 36		53 65	181,175 42
Adair	2,420 29		931 84		332 51	101,379 46
Adair	1,358 67				294 24	43,668 00
Adair	1,611 67				256 00	36,790 07
Adair	1,872 82	431 80	18 00		908 55	41,660 17
Adair	1,961 57	2,405 00			6,104 48	93,114 55
Adair	27,706 93	34,849 00	500 00		253,972 62	1,396,131 67
Adair				81 75	402 38	32,058 42
Adair					28 55	25,584 23
Adair	3,196 54	3,975 00			1,088 56	10,368 15
Adair	2,222 24	1,102 50	82 57		601 30	72,798 68
Adair	1,993 39		15 00	684 48	273 80	61,073 21
Adair	6,762 81	12,500 00	67 50		412 68	100,201 01
Adair	963 74	7,314 58			576 05	84,403 15
Adair	10 40				82 51	15,749 78
Adair	980 49	30 00			118 95	35,731 15
Adair	55 00	1,569 22		32 41		48,414 90
Adair	1,590 02	787 50			286 62	58,663 77
Adair					2 30	21,798 08
Adair	10,565 43	84 40			1,827 96	144,116 64
Adair					457 90	24,226 86
Adair	1,019 98		644 16		1,074 68	87,453 88
Adair	968 77	7,602 42	221 03		40 00	75,905 10
Adair	1,110 17		4 25		63 65	20,180 02
Adair	6,596 49	1,787 06	301 73		164 75	122,967 24
Adair		128 33		170 35		10,426 20
Adair	2,446 83			941 75	419 75	51,370 81
Adair	11,156 51	100 00	518 87	766 81		166,407 57
Adair	7,208 28	1,943 19	133 21		264 80	126,616 45
Adair	667 73			2,022 35	52 25	46,097 72
Adair		3,031 01		243 09	5 50	32,011 01
Adair	3,053 12		346 32		670 88	36,770 74
Adair	776 93	75 00			598 41	53,632 57
Adair	488 32	275 00			711 18	66,301 75
Adair	1,082 93					15,066 94
Adair	13,334 49	2,040 00	1,087 95		988 29	203,301 63
Adair	2,725 75	9,251 80		214 14	2,057 54	99,506 67
Adair	1,920 79	55 00	5 00		515 00	40,279 16
Adair	5,537 88	1,174 17	871 60		442 11	167,028 97
Adair	1,308 92	200 00			504 27	56,919 91
Adair	6,786 75	4,572 00			8,316 17	270,823 97
Adair	962 11	128 60			566 45	32,772 78
Adair	1,667 09	174 37	286 05		960 13	110,975 94
Adair	2,327 28	1,150 00	281 32		4,122 95	152,619 54
Adair	2,936 99	19,484 50	53 75		1,708 24	128,704 23
Adair	384 26	2,114 00	47 66		2,892 36	120,968 79
Adair	5,434 51	37 40	149 85		22 46	114,360 65
Adair	5,979 20	274 40	448 35	655 42		172,892 07
Adair	844 64	1,780 00			338 75	50,873 60
Adair	4,623 81		142 45		214 00	61,574 06
Adair	3,334 54	7,935 00			2,801 46	96,762 15
Adair					101 09	21,074 25
Adair	6,739 65	15,070 00			11,517 09	119,016 35
Adair	5,035 25		571 00		574 93	78,176 96
Adair	7,118 33	32,004 00	919 45		3,226 84	284,786 57
Adair	2,150 13	63 62	18 12	105 03		52,163 99
Adair	3,237 45	110 00			1,114 35	75,769 49
Adair			83 21		99 45	36,237 46
Adair	2,631 81	925 00	133 85		19 00	86,968 72
Adair	1,452 94	1,300 00			3,098 10	142,374 62
Adair	5,755 69	527 74	37 65		1,162 50	45,602 11
Adair	4,439 82	3,505 00	88 94		1,273 08	131,080 66
Adair	8,968 17	8,781 40	470 14		20,768 28	206,132 37

## STATE APPROPRIATIONS FOR SCHOOLS.

The General Assembly has appropriated for the support of common schools in accordance with the provisions of an act approved May 3d, 1873, and the statements herewith given, taken from the report of the Auditor of Public Accounts, show how the money is provided, the amount paid to each of the several counties, the amount of abatements and commissions, the amount received from each county over the amount paid, and the amount paid the county over the amount received, during the two years ending September 30, 1877:

1876.

Counties.	Amount charged.	Amount of abatements commissions, etc.	Net Amount collected.	Amount paid county.	Amount received from county over amount paid.	Amount paid county over amount received.
Adams	\$ 33,431 47	\$ 6,310 13	\$ 27,121 34	\$22,169 49	\$4,951 85	
Alexander	3,393 50	1,240 37	2,153 13	3,996 87		\$1,843 74
Bond	6,144 13	2,064 29	4,079 87	5,489 21		1,409 34
Boone	5,149 37	231 56	4,917 81	4,812 46	105 35	
Brown	4,535 96	969 62	3,566 34	5,068 25		1,501 91
Bureau	19,294 12	3,467 49	15,826 63	12,837 62	2,989 01	
Calhoun	1,142 95	83 22	1,059 73	2,780 78		1,721 05
Carroll	6,089 18	274 60	5,814 58	6,675 33		860 75
Cass	7,176 36	1,161 61	6,014 75	4,449 98	1,564 77	
Champaign	21,417 69	4,448 14	16,969 55	13,015 94	3,953 61	
Christian	15,189 31	2,719 27	12,470 04	8,105 55	4,364 49	
Clark	6,412 69	2,685 86	3,906 83	7,729 91		3,822 08
Clay	7,044 74	3,489 68	3,555 06	6,798 11		3,245 05
Clinton	9,778 59	5,100 04	4,678 55	6,574 48		1,895 98
Coles	10,822 09	2,066 79	8,755 30	10,376 21		1,620 91
Cook	323,953 80	71,782 59	252,151 21	122,345 35	129,905 86	
Crawford	4,224 59	1,034 83	3,189 76	6,014 67		2,824 91
Cumberland	5,086 35	2,587 00	2,449 35	5,229 76		2,780 41
DeKalb	13,390 05	1,223 59	12,166 46	8,780 10	3,386 36	
DeWitt	8,541 02	1,967 21	6,673 81	5,962 78	711 03	
Douglas	6,960 30	1,400 86	5,559 44	5,583 48		24 04
DuPage	10,817 01	3,111 46	7,705 55	6,193 72	1,511 83	
Edgar	11,786 40	2,990 38	8,796 02	8,796 18		16
Edward	2,876 18	358 28	2,517 90	3,203 92		686 02
Effingham	8,321 02	4,460 46	3,860 56	6,497 74		2,637 18
Fayette	9,750 89	2,816 55	6,934 34	8,177 90		1,243 56
Ford	7,813 20	924 96	6,888 24	3,598 57	2,789 67	
Franklin	1,748 25	256 06	1,491 20	5,826 84		4,335 55
Fulton	19,508 28	3,089 75	16,418 53	15,398 42	1,020 11	
Gallatin	3,073 97	1,060 62	2,013 35	4,865 08		2,851 73
Greene	10,261 89	2,045 80	8,216 09	8,204 21	11 88	
Grundy	8,262 02	1,015 01	7,247 01	5,785 19	1,461 82	
Hamilton	2,888 27	1,688 86	1,199 41	5,867 77		4,048 36
Hancock	18,349 24	4,593 28	13,755 96	14,546 28		790 30
Hardin	1,647 94	1,962 63	3,610 57	2,195 39		1,510 08
Henderson	9,258 16	4,719 66	4,538 50	4,896 43		360 93
Henry	17,918 98	2,709 00	15,209 98	13,775 27	1,434 71	
Iroquois	16,990 73	2,990 94	14,099 79	10,412 02	4,287 77	
Jackson	6,305 08	2,779 25	3,525 83	8,130 40		4,604 57
Jasper	4,020 05	1,529 58	2,490 47	4,948 13		2,458 66
Jefferson	4,641 46	1,666 59	2,974 87	7,849 03		4,874 16
Jersey	7,552 00	1,173 39	6,378 61	5,895 54	483 07	
JoDavies	6,450 38	393 96	6,056 42	11,215 93		5,159 51
Johnson	2,780 09	1,417 45	1,362 64	5,062 37		3,729 73
Kane	21,211 20	2,590 75	18,620 45	14,177 95	4,442 50	
Kankakee	8,170 44	1,162 68	7,007 76	10,032 00		3,024 24
Kendall	7,979 76	1,752 43	6,227 33	4,650 95	1,576 38	
Knox	19,914 88	3,684 08	16,230 80	14,989 89	1,240 91	
Lake	7,370 74	264 36	7,106 38	7,879 72		773 34
LaSalle	35,351 30	7,246 68	28,104 62	23,743 68	4,360 94	
Lawrence	5,197 66	2,630 10	2,567 56	5,398 66		2,771 10
Lee	13,667 08	2,443 84	11,223 24	10,645 16	578 08	
Livingston	21,748 94	50650 29	16,098 65	12,755 77	3,342 88	
Logan	16,948 51	3,430 32	13,518 19	9,355 25	4,162 94	
Macon	16,824 50	2,856 10	13,968 40	10,516 53	3,451 87	
Macoupin	13,029 89	5,791 10	12,238 79	13,273 19		1,034 40
Madison	27,986 82	9,497 97	18,488 85	17,562 59	926 26	
Marion	9,792 65	3,214 48	6,578 17	8,400 07		1,821 90

## STATE APPROPRIATIONS FOR SCHOOLS—Continued.

Counties.	Amount charged.	Amount of abatements, commissions, etc.	Net amount collected.	Amount paid county.	Amount received from county over amount paid.	Amount paid county over amount received.
all .....	\$8,472 35	\$2,060 99	\$6,411 36	\$6,695 79		\$284 43
Alameda .....	10,961 34	4,325 59	6,635 75	6,489 70	\$ 146 05	
Alameda .....	1,356 97	181 27	1,175 70	3,984 44		2,808 74
Alameda .....	14,464 21	2,374 85	12,089 36	10,819 09	1,270 27	
Alameda .....	9,319 17	403 44	8,915 73	8,793 25	122 48	
Alameda .....	39,310 78	11,763 40	27,547 38	21,038 18	6,509 20	
Alameda .....	7,500 64	2,758 56	4,742 08	4,650 22	91 86	
Alameda .....	10,306 81	1,830 37	8,476 44	7,520 16	956 28	
Alameda .....	4,337 98	1,499 65	2,838 33	5,272 88		2,434 55
Alameda .....	14,153 05	4,153 91	9,999 14	10,384 25		385 11
Alameda .....	18,675 22	3,619 73	15,055 49	11,033 22	4,022 27	
Alameda .....	6,985 65	2,077 53	4,908 12	4,360 08	548 04	
Alameda .....	15,102 03	1,967 16	13,134 87	10,521 65	2,613 22	
Alameda .....	20,527 71	2,649 85	17,877 86	18,942 18		1,064 32
Alameda .....	4,272 72	1,268 90	3,003 82	5,683 60		2,679 78
Alameda .....	8,859 34	2,978 72	5,880 62	4,427 32	1,453 30	
Alameda .....	15,169 67	3,664 96	11,498 71	12,500 71		1,002 00
Alameda .....	2,353 94	945 08	1,408 86	5,011 98		3,603 12
Alameda .....	3,281 40	2,707 45	573 95	3,391 01		2,817 06
Alameda .....	2,741 99	125 22	2,616 77	2,408 79	207 98	
Alameda .....	8,960 73	3,280 37	5,680 36	8,557 93		2,877 67
Alameda .....	5,586 25	2,285 38	3,300 87	5,469 47		2,168 80
Alameda .....	12,349 48	1,906 77	10,442 71	11,282 70		819 99
Alameda .....	2,937 75	1,454 06	1,483 69	5,661 68		4,177 99
Alameda .....	33,558 25	9,772 70	23,785 55	17,805 02	5,980 53	
Alameda .....	4,717 06	726 02	3,991 03	6,904 08		2,913 05
Alameda .....	4,650 46	773 61	3,876 85	4,105 76		222 91
Alameda .....	12,228 01	2,189 75	10,038 26	10,757 70		719 44
Alameda .....	7,071 51	1,471 93	5,599 58	4,206 61	1,392 97	
Alameda .....	40,507 31	18,948 36	22,158 96	19,649 98	2,508 98	
Alameda .....	10,169 62	131 33	10,038 29	12,193 77		2,155 48
Alameda .....	20,677 86	5,925 42	14,752 44	10,979 87	3,772 57	
Alameda .....	2,924 04	349 48	2,574 56	6,978 62		4,404 06
Alameda .....	22,198 44	5,417 96	16,780 48	12,442 25	4,338 23	
Alameda .....	3,231 32	891 35	2,339 97	3,676 04		1,336 07
Alameda .....	10,528 84	1,141 68	9,387 16	9,059 27	327 89	
Alameda .....	6,958 49	2,388 84	4,569 65	7,327 95		2,758 30
Alameda .....	5,948 28	2,652 05	3,296 23	8,691 67		5,395 44
Alameda .....	5,327 77	2,010 94	3,316 83	7,327 95		4,011 12
Alameda .....	13,462 14	1,782 12	11,780 02	10,520 91	1,209 11	
Alameda .....	23,394 99	3,555 88	19,839 11	16,432 53	3,406 58	
Alameda .....	2,855 30	1,027 43	1,827 87	8,064 62		6,236 75
Alameda .....	12,402 23	451 74	11,950 49	10,784 01	1,166 48	
Alameda .....	11,718 61	2,170 85	9,547 76	7,517 24	2,030 52	
Total .....	\$1,444,521 82	\$341,271 34	\$1,103,250 48	\$1,000,000 00	\$232,790 96	\$129,540 48

1877.

Counties.	Amount charged.	Amount of abatements: commissions, etc.	Net amount collected.	Amount paid county.	Amount received from county over amount paid.	Amount paid county over amount received.
Adams.....	\$31,673 89	\$5,358 94	\$26,314 95	\$22,169 49	\$4,145 46	
*Alexander.....	3,269 39	1,196 60	2,072 79	3,966 87		\$1,924 08
Bond.....	5,688 20	1,801 12	3,887 08	5,489 21		1,602 11
Boone.....	5,835 84	250 29	5,585 55	4,812 46	773 09	
Brown.....	4,542 47	844 71	3,697 76	5,068 25		1,370 49
Bureau.....	20,096 75	1,801 79	18,294 96	12,837 62	5,957 34	
Calhoun.....	1,337 65	100 63	1,237 02	2,780 78		1,543 76
Carroll.....	6,287 80	260 60	6,027 20	6,675 33		648 13
Cass.....	6 887 29	696 57	6,190 72	4,449 98	1,740 74	
Champaign.....	22,157 85	3,387 66	18,770 19	13,015 94	5,754 25	
Christian.....	15,197 20	2,674 47	12,522 73	8,105 55	4,417 18	
Clark.....	6,407 65	2,519 09	3,888 56	7,729 91		3,841 35
Clay.....	6,799 13	3,242 90	3,556 23	6,798 11		3,241 02
Clinton.....	9,133 99	4,376 56	4,757 43	6,574 48		1,817 05
Coles.....	11,064 87	1,850 37	9,214 50	10,376 21		1,161 71
*Cook.....	307,125 98	68,181 96	238,944 02	122,245 35	116,698 67	
Crawford.....	4,149 50	1 051 77	3,097 73	6,014 67		2,916 94
Cumberland.....	4,758 28	2,495 93	2,262 35	5,229 76		2,967 41
DeKalb.....	13,123 22	821 01	12,302 21	8,780 10	3,522 11	
DeWitt.....	8,944 06	1,657 97	7,286 09	5,962 78	1,323 31	
Douglas.....	7,770 29	1,275 99	6,494 30	5,583 48	910 82	
DuPage.....	10,456 45	2,251 46	8,204 99	6,193 72	2,011 27	
Edgar.....	12,092 11	3,252 62	8,839 49	8,796 18	43 31	
Edwards.....	2,898 68	321 90	2,577 38	3,203 92		626 54
Effingham.....	7,496 22	4,380 88	3,114 34	6,497 74		3,383 40
Fayette.....	6,650 12	2,260 33	4,389 79	8,177 90		3,788 11
Ford.....	6,645 41	657 35	5,988 06	3,588 57	2,399 49	
Franklin.....	1,897 94	282 26	1,615 68	5,826 84		4,211 16
Fulton.....	18,568 41	1,527 75	17,040 67	15,398 42	1,642 25	
*Gallatin.....	2,781 00	959 44	1,821 56	4,895 08		3,043 32
Green.....	9,944 44	651 00	9,293 44	8,204 21	1,089 23	
Grundy.....	8,757 31	911 74	7,845 57	5,785 19	2,060 38	
Hamilton.....	2,614 24	1,010 46	1,603 78	5,897 77		4,289 99
*Hancock.....	16,895 14	2,653 10	14,242 04	14,546 28		304 24
Hardin.....	1,258 41	756 24	502 17	2,195 39		1,693 22
Henderson.....	8,768 96	3,526 28	5,242 68	4,899 43	343 25	
Henry.....	16,231 23	916 89	15,314 34	13,775 27	1,939 07	
Iroquois.....	15,243 47	1,947 79	13,295 68	10,412 02	2,883 66	
Jackson.....	5,589 84	2,709 41	2,880 43	8,130 40		5,249 97
Jasper.....	4,192 15	1,296 99	2,895 16	4,949 13		2,053 97
Jefferson.....	3,451 54	1,380 92	2,070 62	7,849 03		5,758 41
Jersey.....	7,336 25	1,195 75	6,140 50	5,895 54	244 96	
JoDavies.....	6,577 48	387 47	6,210 01	11,215 93		5,006 92
Johnson.....	2,266 83	1,145 89	1,120 94	5,092 37		3,971 43
Kane.....	20,026 25	1,240 92	18,785 33	14,177 95	4,607 38	
Kankakee.....	8,411 96	620 49	7,791 47	10,032 00		2,240 53
Kendall.....	8,184 54	766 87	7,417 67	4,650 95	2,766 72	
Knox.....	21,016 47	1,473 56	19,542 91	14,989 89	4,553 02	
Lake.....	8,326 01	273 05	8,052 96	7,879 72	173 24	
LaSalle.....	33,740 74	4,611 52	29,129 22	23,743 68	5,385 54	
Lawrence.....	4,968 78	2,200 30	2,768 48	5,338 66		2,570 18
Lee.....	14,626 87	1,054 36	13,572 51	10,645 16	2,927 35	
Livingston.....	18,819 11	2,738 20	16,080 91	12,755 77	3,325 14	
Logan.....	17,099 10	2,606 80	14,492 30	9,355 25	5,137 05	
Macon.....	15,777 06	2,415 48	13,361 58	10,516 53	2,845 05	
Macoupin.....	20,022 43	5,256 21	14,766 22	13,273 19	1,493 03	
Madison.....	26,552 86	10,092 02	16,460 84	17,562 39		1,101 55
Marion.....	8,552 21	2,639 95	5,912 26	8,400 07		2,487 81
Marshall.....	8,902 89	866 50	8,036 39	6,695 79	1,340 60	
Mason.....	9,994 46	3,230 14	6,764 32	6,489 70	274 62	
Massac.....	1,311 29	161 61	1,149 68	3,984 44		2,834 76
McDonough.....	13,807 34	1,021 51	12,785 83	10,819 09	1,966 74	
McHenry.....	11,900 33	493 13	10,817 20	8,793 25	2,023 95	
McLean.....	37,452 97	8,420 77	29,032 20	21,038 18	7,994 02	
Menard.....	7,576 97	612 82	6,964 15	4,650 22	2,313 93	
Mercer.....	10,216 74	748 97	9,467 77	7,520 16	1,947 61	
Monroe.....	4,794 41	1,454 63	3,339 78	5,272 88		1,933 10
Montgomery.....	12,502 70	2,965 62	9,537 08	10,384 25		847 17
Morgan.....	16,558 65	2,630 73	13,927 92	11,093 22	2,894 70	
Moultrie.....	6,713 52	1,934 17	4,779 35	4,360 08	419 27	
Ogle.....	15,082 96	1,380 81	13,702 15	10,521 65	3,180 50	
Peoria.....	20,473 81	1,870 89	18,603 02	18,942 18		339 16
Perry.....	4,153 79	735 32	3,418 47	5,683 60		2,265 13

TABLE II—Continued.

Counties.	Amount paid for purchase of school houses.	Amount paid for rent of school houses.	Amount paid for repairs and improvements.	Amount paid for school furniture.	Amount paid for school apparatus.
Adams .....		\$250 00	\$3,590 93	\$2,813 33	\$143 95
Alexander .....			607 13	367 75	138 50
Bond .....		4 15	1,955 72	484 82	36 00
Boone .....			2,498 22	499 86	28 00
Brown .....		18 00	1,523 13	958 38	265 52
Bureau .....		130 00	11,578 66	2,990 79	454 96
Calhoun .....			1,039 10	218 05	
Carroll .....			5,418 75	2,224 13	189 95
Cass .....		45 00	1,681,88	1,204 33	179 73
Champaign .....		71 50	7,746 39	2,188 49	204 22
Christian .....		6 00	3,244 21	754 31	76 00
Clark .....			2,394 67	547 21	59 90
Clay .....		88 35	883 27	998 70	518 56
Clinton .....	\$500 00	134 00	1,176 75	297 41	251 55
Coles .....		30 00	5,686 45	1,023 75	331 70
Cook .....		16,697 22	44,767 78	10,889 79	2,084 78
Crawford .....			1,057 50	26 0	34 00
Cumberland .....		64 00	1,029 71	476 05	157 70
DeKalb .....		150 00	4,182 11	1,125 00	66 86
DeWitt .....			3,205 31	1,520 50	171 02
Douglas .....		27 50	1,852 22	1,350 37	9 00
DuPage .....		177 00	4,322 15	2,128 31	214 66
Edgar .....		119 55	4,388 78	1,951 35	126 09
Edwards .....			215 33	49 08	90 60
Effingham .....	1,776 09	24 00	672 62	394 30	388 86
Fayette .....			1,160 96	1,189 55	345 33
Ford .....		274 54	1,544 37	1,357 49	209 50
Franklin .....			776 95	152 84	318 40
Fulton .....		24 00	6,498 10	2,408 52	1,516 30
Gallatin .....		35 78	371 75	215 00	80 25
Greene .....		449 32	3,702 94	434 46	200 75
Grundy .....	800 59	125 00	5,623 52	1,695 40	191 70
Hamilton .....		44 00	974 35	359 34	117 00
Hancock .....			7,537 80	1,905 99	733 10
Hardin .....			106 45	76 00	
Henderson .....		24 00	3,181 42	1,554 16	223 02
Henry .....	1,512 95	204 33	10,089 17	1,626 98	398 29
Iroquois .....		86 70	4,687 93	1,722 32	228 94
Jackson .....		198 88	2,522 52	858 32	43 55
Jasper .....		41 20	1,425 25	153 50	176 85
Jefferson .....		70 25	1,743 04	91 10	922 16
Jersey .....		15 00	2,045 74	878 45	890 25
Jo Daviess .....		164 00	1,991 11	454 65	89 74
Johnson .....		60 00	476 47		220 00
Kane .....		615 62	7,605 33	1,304 43	55 06
Kankakee .....		53 50	3,880 59	2,094 30	123 82
Kendall .....			2,256 23	410 32	
Knox .....			8,143 55	1,843 75	314 47
Lake .....		500 00	3,508 51	1,844 75	13 85
LaSalle .....		498 80	12,635 40	482 11	340 75
Lawrence .....			1,282 92	2,391 29	76 15
Lee .....		82 48	5,109 23	210 94	92 11
Livingston .....		266 00	8,393 71	1,895 14	128 94
Logan .....		40 53	4,499 21	1,223 12	925 75
Macon .....			6,662 84	1,499 04	8 75
Macoupin .....		64 00	4,650 41	1,513 56	315 36
Madison .....		217 75	4,269 48	1,751 62	234 70
Marion .....		269 35	1,528 24	1,266 39	433 32
Marshall .....		50 00	2,831 57	101 25	175 70
Mason .....		28 75	4,675 89	1,091 58	121 90
Massac .....		41 50	1,857 37	1,818 77	57 63
McDonough .....		6 10	4,742 07	50 90	883 99
McHenry .....			2,908 58	1,728 12	3 00
McLean .....			11,586 01	2,992 36	306 47
Menard .....			953 61	661 68	85 06
Mercer .....		186 00	4,576 50	1,676 79	229 34
Monroe .....		15 00	1,267 34	783 90	28 75
Montgomery .....			4,250 52	1,329 44	224 13
Morgan .....		45 00	6,021 36	1,751 56	
Moultrie .....		42 00	2,205 61	1,109 82	213 15
Ogle .....		101 74	7,000 99	1,683 54	115 32
Peoria .....		470 38	8,133 60	5,183 55	313 11
Perry .....		25 00	1,104 03	731 39	357 90

TABLE II--Continued.

Counties.	Amount paid for pur- chase of school houses.	Amount paid for rent of school houses.	Amount paid for re- pairs and im- provements.	Amount paid for school furniture.	Amount paid for school apparatus.
Piatt.....	\$819 62	\$200 00	\$3,318 29	\$1,842 14	\$116 00
Pike.....		38 00	3,244 32	1,476 52	792 05
Pope.....		38 40	1,073 89	72 60	193 32
Pulaski.....		200 07	285 58	243 78	141 20
Putnam.....			1,614 48	175 00	
Randolph.....		201 60	2,200 77	1,028 30	600 60
Richland.....		25 40	887 27	383 15	64 52
Rock Island.....		100 00	8,136 05	1,254 58	217 85
Saline.....			984 98	693 60	507 35
Sangamon.....		53 70	6,451 25	1,701 23	651 10
Schuyler.....			2,548 03	873 07	362 37
Scott.....		9 75	1,829 32	286 40	100 35
Shelby.....	245 83	59 00	2,135 47	671 19	171 90
Stark.....		145 00	3,864 51	954 68	150 00
St. Clair.....		1,600 75	6,735 29	2,548 92	886 47
Stephenson.....			3,479 92	1,124 96	393 80
Tazewell.....		166 00	4,516 22	4,024 15	980 14
Union.....		5 00	733 74	528 96	211 35
Vermilion.....		344 00	8,086 47	2,381 42	118 00
Wabash.....		12 50	1,416 16	125 60	108 00
Warren.....		294 88	6,402 88	1,457 71	98 80
Washington.....		168 35	1,962 54	739 33	608 05
Wayne.....		23 36	1,044 67	236 15	238 10
White.....		20 50	1,646 64	2,731 32	856 35
Whiteside.....		82 50	9,422 09	3,008 19	817 48
Will.....		26 00	5,596 48	1,964 80	480 46
Williamson.....		48 92	961 64	217 92	139 46
Winnebago.....			2,620 21	256 89	130 50
Woodford.....			6,741 35	819 29	23 35
Total.....	\$5,655 08	\$27,491 45	\$411,589 44	\$130,395 90	\$29,534 73

## SCHOOL FUNDS LOANED.

Counties.	Amount loaned on personal security, in 1878.	Amount loaned on real estate security, in 1878.
ler.....	\$30,897 23	\$9,457 75
.....	3,736 91	5,485 09
.....	13,485 32	4,875 08
.....	11,493 63	1,859 02
.....	10,884 15	3,543 07
.....	8,545 13	16,910 38
.....	6,883 69	1,302 40
.....	22,536 93	41,982 68
.....	13,090 98	23,275 49
ign.....	73,442 82	99,773 88
n.....	19,656 22	36,365 31
.....	21,655 28	2,884 66
.....	23,607 77	7,268 92
.....	16,925 39	9,677 24
.....	21,736 12	31,762 67
.....	43,641 90	443,350 09
d.....	13,819 01	7,390 54
land.....	17,217 90	5,590 93
.....	23,753 41	21,907 77
.....	9,474 23	18,106 34
.....	18,763 06	41,37 74
.....	12,380 82	5,955 56
.....	35,970 90	20,039 93
s.....	10,522 38	5,910 48
um.....	9,242 31	6,266 70
.....	29,480 26	5,448 54
.....	30,208 61	101,273 43
n.....	5,465 25	465 35
.....	27,429 59	17,573 52
.....	10,447 71	8,090 55
.....	15,004 92	22,057 00
.....	12,332 24	38,244 20
on.....	24,133 90	3,809 10
k.....	48,537 00	34,506 74
.....	5,570 45	822 00
son.....	15,296 87	6,164 22
.....	38,994 00	64,859 63
s.....	36,737 61	102,161 08
.....	7,060 63	2,943 98
.....	22,315 59	12,898 74
n.....	13,911 76	2,063 85
.....	22,978 02	15,015 14
ss.....	20,677 46	27,838 59
.....	7,267 27	1,386 40
.....	19,066 26	16,585 04
ee.....	17,186 05	15,870 51
.....	11,805 85	11,483 64
.....	17,783 21	19,189 14
.....	20,605 67	23,847 41
.....	34,247 49	94,080 57
oe.....	11,047 45	6,506 68
.....	28,263 71	29,426 41
ton.....	87,654 00	113,192 61
.....	17,349 60	31,037 36
.....	28,821 60	55,478 58
in.....	29,173 34	15,905 74
.....	28,463 04	27,891 15
.....	14,461 87	2,950 24
ll.....	18,518 84	18,732 40
.....	17,592 41	24,431 80
.....	6,596 31	4,246 35
ough.....	15,681 90	12,906 62
ry.....	21,235 17	19,477 85
l.....	69,169 41	82,542 30
.....	5,233 45	8,360 20
.....	23,290 10	6,353 53
.....	12,248 16	6,752 70
mery.....	31,027 60	49,088 38



TABLE II—Continued.

Counties.	Amount paid for books for district library.	Amount paid for fuel and other incidental expenses.	Amount paid to township treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.
Piatt.....	\$32 00	\$4,020 82	\$1,202 91	\$270 63	\$325 00	\$267 99
Pike.....	50 99	4,847 30	1,712 28	2,062 85	3,712 00	274 48
Pope.....		1,135 62	573 95	220 50	255 00	
Pulaski.....	65 65	805 47	547 05	98 00		
Putnam.....		1,973 12	732 93	290 00	600 00	139 27
Randolph.....	14 00	2,357 16	1,286 15	2,021 12	3,583 77	
Richland.....	23 92	1,512 61	631 81	604 80	2,978 93	
Rock Island.....	34 95	7,355 53	1,283 72	3,687 35	6,640 00	
Saline.....	4 90	1,137 08	627 26	462 39	582 30	
Sangamon.....	56 87	9,492 17	2,895 93	4,845 85	3,590 03	
Schuyler.....		2,261 32	950 09	3,788 39	2,788 45	217 25
Scott.....		2,134 15	559 20	975 10	4,824 75	
Shelby.....	14 25	3,208 46	1,330 21	109 65	992 75	296 06
Stark.....	16 21	4,514 52	1,119 67	1,883 67	4,700 00	75 00
St. Clair.....	31 50	12,647 48	3,823 25	11,720 13	10,028 87	
Stephenson.....		6,848 67	1,478 91	222 36	2,990 93	55 82
Tazewell.....	60 00	5,751 12	2,073 22	6,047 93	3,003 84	717 40
Union.....		2,073 02	890 00	1,435 69	3,579 02	248 41
Vermilion.....	2 25	9,177 70	2,346 68	7,987 13	14,531 93	314 82
Wabash.....		1,266 77	396 36			41 35
Warren.....		5,982 74	1,553 64	519 13	1,413 33	145 85
Washington.....		1,999 25	1,047 14	3,291 30	976 82	496 75
Wayne.....		1,959 25	1,146 22	1,408 72	1,384 15	47 35
White.....		1,766 43	1,092 03	2,205 26	863 30	400 00
Whiteside.....	52 09	12,337 07	2,224 39	4,347 89	8,702 50	179 28
Will.....	389 00	8,769 05	1,995 03	3,407 51	7,015 72	
Williamson.....		1,303 70	578 32			138 60
Winnebago.....		5,762 73	1,194 98	651 09	1,900 00	196 00
Woodford.....		3,806 68	1,470 79	3,559 77	8,279 10	
Total.....	\$4,152 84	\$824,533 90	\$154,292 60	\$358,034 36	\$440,011 44	\$14,530 63

TABLE II—Continued.

nties.	Tuition.	Books and election blanks.	Attorneys' fees.	Other treasurers.	All other expenditures.
er.					\$1,118 38
					2,384 62
	\$19 05			\$326 16	561 79
					566 00
				217 23	182 99
			\$533 26		313 06
					361 91
					54 54
			84 11		430 08
gn.	320 33		6 00		3,038 08
l.					4,001 00
					1,205 88
					298 11
			174 50		443 51
					5,181 60
l.					83,323 54
and.					302 70
					1,220 05
					2,059 44
	66 00		100 00		1,617 50
					2,571 74
					1,463 00
				801 92	5,889 55
			22 50	19 58	47 84
m.					893 78
					10 34
			15 00		1,054 47
					419 49
					1,982 11
					365 15
					1,015 07
l.					1,311 03
					524 02
			130 00	605 62	1,298 87
on.					451 65
	136 55			1,402 21	520 06
					1,683 24
					6,154 10
					283 19
			50 27	225 23	559 99
l.					1,606 83
				482 34	213 03
is.				505 90	1,290 78
					57 45
					1,298 17
se.				545 15	2,007 97
					682 37
					2,381 72
				713 62	1,706 53
					16,447 70
e.			35 40	147 33	748 77
on.					1,387 99
		\$6 35			3,555 65
					5,034 15
					1,662 58
l.					932 65
				4,020 15	5,319 05
					933 65
		20 00		614 30	1,135 47
					3,555 88
					1,152 39
igh.					7,642 46
					2,333 39
	593 34		194 65	1,587 59	41,074 94
					551 70
		2 90		872 62	1,559 75
				304 33	206 31
ery.				161 21	228 12
				161 21	228 12
		1 00	39 75	657 06	739 16
			30 00	696 78	155 33
	171 77				17,897 38
		58 67	37 55	423 01	164 35
					3,250 61
	28 20				5,641 82

TABLE II—Continued.

Counties.	Tuition.	Books and election blanks.	Attorney's fees.	Other treasurers.	All of expendit
Pope .....					\$1.
Pulaski ..	\$213 00		\$53 60		
Putnam ..				\$60 59	
Randolph ..					1.
Richland ..				14 29	
Rock Island ..					10.
Saline ..					
Sangamon ..				882 21	2.
Schuyler ..					2.
Scott ..					
Shelby ..					1.
Stark ..					
St Clair ..				227 85	8.
Stephenson ..				3,373 49	1.
Tazewell ..			75 00	645 29	1.
Union ..	41 25		60 00		1.
Vermilion ..			441 87		2.
Wabash ..		\$36 45	6 00		
Warren ..			250 00		
Washington ..					2.
Wayne ..					
White ..				130 55	1.
Whiteside ..					3.
Will ..			311 90		
Williamson ..			230 80		
Winnebago ..			77 15	5,780 63	
Woodford ..					1.
Totals .....	\$1,589 49	\$125 37	\$2,939 11	\$27,277 65	\$319.

TABLE II—Continued.

Counties.	Total expenditures for the year ending September 30, 1877.	Balance on hand.	Total of expenditures and balance on hand.	Estimated value of school houses and grounds.	Estimated value of school apparatus.	Estimated value of school libraries.
Adams.....	\$148,218 08	\$18,357 56	\$166,575 64	\$238,500 00	\$1,500 00	\$2,500 00
Alexander.....	21,275 16	8,133 12	29,408 28	30,200 00	3,080 00	200 00
Bond.....	33,073 97	9,175 65	42,249 62	47,175 00	1,003 00	360 00
Boone.....	30,610 96	10,282 27	40,893 23	75,525 00	643 00	426 50
Brown.....	27,570 11	5,845 03	33,415 14	62,325 00	1,113 00	48 09
Bureau.....	116,433 82	39,637 73	147,071 55	368,007 00	18,661 00	3,191 00
Calhoun.....	12,788 72	2,342 85	15,141 57	12,156 00	265 00	
Carroll.....	58,407 38	14,322 79	72,730 17	11,918 00	1,785 00	2,144 00
Cass.....	41,986 38	20,216 70	62,203 08	47,710 00	1,125 50	488 00
Champaign.....	145,236 92	35,938 50	181,175 42	286,175 00	3,527 00	1,111 00
Christian.....	85,791 86	15,587 60	101,379 46	130,953 00	1,055 00	160 00
Clark.....	36,128 84	7,539 16	43,668 00	72,065 00	610 00	255 00
Clay.....	29,830 02	6,900 05	36,730 07	79,888 00	780 00	142 00
Clinton.....	34,344 80	7,315 37	41,660 17	51,100 00	1,748 00	224 00
Coles.....	80,018 45	13,096 10	93,114 52	178,134 00	1,559 00	394 00
Cook.....	1,156,713 78	239,417 89	1,396,131 67	1,446,580 00	15,588 00	6,676 00
Crawford.....	28,154 34	3,904 08	32,058 42	90,305 00	1,241 00	25 00
Cumberland.....	21,800 91	3,783 32	25,584 23	39,100 00	781 00	781 00
DeKalb.....	90,843 95	19,494 20	110,338 13	158,310 00	1,368 00	851 00
DeWitt.....	61,710 98	11,087 70	72,898 68	135,150 00	655 00	345 00
Douglas.....	50,687 81	10,385 40	61,073 21	120,660 00	2,100 00	705 00
DuPage.....	75,299 93	24,901 08	100,201 61	108,915 00	1,024 00	496 00
Edgar.....	71,101 72	13,301 43	84,403 15	92,895 00	1,058 00	217 00
Edwards.....	13,516 71	2,233 07	15,749 78	21,445 00	577 00	20 00
Effingham.....	30,173 97	5,557 18	35,731 15	63,310 00	3,890 00	150 00
Fayette.....	40,458 54	7,956 36	48,414 90	53,415 00	360 00	
Ford.....	47,417 27	11,276 50	58,693 77	66,240 00	1,035 00	285 00
Franklin.....	18,885 97	2,912 11	21,798 08	29,599 00	782 00	210 00
Fulton.....	106,811 06	37,305 58	144,116 64	266,200 00	3,373 00	460 00
Gallatin.....	22,375 37	1,851 49	24,226 86	5,350 00	35 00	100 00
Greene.....	70,277 55	17,176 33	87,453 88	133,485 00	770 00	245 00
Grundy.....	65,208 57	10,696 53	75,905 10	132,160 00	1,265 00	682 50
Hamilton.....	18,001 33	2,158 69	20,160 02	32,546 00	909 00	200 00
Hancock.....	106,045 27	16,951 97	122,997 24	198,423 00	4,205 00	950 00
Hardin.....	7,802 04	2,624 16	10,426 20	7,350 00	120 00	25 00
Henderson.....	39,208 54	12,662 27	51,870 81	33,340 00	770 00	274 00
Henry.....	113,452 08	52,955 49	166,407 57	226,276 00	4,473 00	1,655 00
Iroquois.....	100,250 80	26,365 65	126,616 45	163,018 00	3,568 00	646 00
Jackson.....	37,013 30	9,084 42	46,097 72	55,391 00	1,192 00	305 00
Jasper.....	24,657 66	7,353 37	32,011 01	27,068 00	829 00	
Jefferson.....	30,796 15	5,984 59	36,770 74	39,455 00	666 00	70 00
Jersey.....	44,503 60	9,228 97	53,632 57	92,630 00	1,216 00	238 00
Jo Daviess.....	56,451 10	9,850 65	66,301 75	109,355 00	2,134 00	486 00
Johnson.....	12,770 49	2,286 45	15,056 94	18,360 04	955 00	
Kane.....	137,363 09	65,938 54	203,301 63	340,475 00	6,300 00	4,701 00
Kankakee.....	82,360 33	17,146 34	99,506 67	15,988 00	2,656 00	412 00
Kendall.....	30,652 48	9,626 68	40,279 16	49,000 00	802 00	346 00
Knox.....	124,572 37	42,456 60	167,028 97	330,775 00	2,745 00	1,917 00
Lake.....	50,982 87	5,937 04	56,919 91	64,908 00	3,467 00	313 00
LaSalle.....	209,481 35	61,342 62	270,823 97	206,435 00	4,780 00	2,946 00
Lawrence.....	26,577 66	6,195 12	32,772 78	37,900 00	845 00	
Lee.....	86,206 30	24,769 64	110,975 94	223,580 00	1,850 00	1,149 00
Livingston.....	120,467 35	32,152 19	152,619 54	204,875 00	4,223 00	1,645 00
Logan.....	96,158 51	32,545 72	128,704 23	196,800 00	3,124 00	165 50
Macon.....	93,254 23	27,714 56	120,968 79	181,750 00	1,845 00	1,448 00
Macoupin.....	83,485 76	30,874 89	114,360 65	221,075 00	2,484 00	350 00
Madison.....	128,801 96	44,090 11	172,892 07	262,045 00	4,372 00	3,963 00
Marion.....	41,881 40	8,992 20	50,873 60	92,912 00	787 00	120 00
Marshall.....	48,154 00	13,420 06	61,574 06	86,225 00	1,150 00	253 50
Mason.....	75,061 71	21,700 44	96,762 15	127,838 00	1,563 03	140 00
Massac.....	17,505 64	3,568 61	21,074 25	30,405 00	124 03	220 00
McDonough.....	102,497 94	16,518 41	119,016 35	166,515 00	2,450 00	920 00
McHenry.....	63,333 59	14,843 37	78,176 96	168,645 00	0,480 00	890 00
McLean.....	228,021 92	56,764 65	284,786 57	469,879 00	2,139 00	697 00
Menard.....	43,683 87	8,480 12	52,163 99	62,020 00	666 00	136 00
Mercer.....	57,801 25	17,968 24	75,769 49	111,275 00	1,886 00	745 04
Monroe.....	31,962 17	4,275 29	36,237 46	70,430 00	3,160 00	
Montgomery.....	62,076 28	24,892 44	86,968 72	139,802 00	2,057 00	
Morgan.....	97,990 76	54,383 86	142,374 62	237,192 00	1,175 00	625 00
Moultrie.....	36,213 42	9,388 69	45,602 11	56,805 00	1,030 00	100 00
Ogle.....	106,139 86	29,890 80	136,030 66	236,007 00	3,420 00	1,992 00
Peoria.....	170,478 26	35,714 11	206,192 37	326,853 00	1,270 00	3,087 00
Perry.....	27,172 16	6,586 36	33,758 52	49,428 00	1,476 00	
Platt.....	54,357 40	10,441 70	64,799 10	62,695 00	1,235 00	40 00

TABLE II—Continued.

Counties	Total ex- penditures for the year ending Sep- tember 30, 1877.	Balance on hand.	Total of expendi- tures and balance on hand.	Estimated value of school houses and grounds.	Estimated value of school apparatus	Estimated value of school libraries.
Pike .....	\$77,714 76	\$15,655 13	\$93,369 89	\$162,862 00	\$3,107 00	\$370 00
Pope .....	17,602 30	3,105 78	20,708 08	23,575 00	295 00	.....
Pulaski .....	10,735 25	1,689 90	12,405 15	11,778 00	540 00	100 00
Putnam .....	18,230 63	4,658 70	22,889 33	39,000 00	1,784 00	148 00
Randolph .....	47,791 48	15,574 48	63,365 96	77,915 00	3,472 00	57 00
Richland .....	31,420 73	8,565 51	39,986 24	78,955 00	1,196 00	135 00
Rock Island .....	103,346 34	24,909 59	128,255 93	252,185 00	4,475 00	875 00
Saline .....	20,831 14	3,076 30	23,907 44	28,750 00	1,374 00	.....
Sangamon .....	135,306 56	27,896 64	163,203 20	319,325 00	.....	.....
Schuyler .....	41,041 66	11,556 00	52,597 66	103,510 00	1,229 00	230 00
Scott .....	30,614 97	7,604 57	38,219 54	58,350 00	922 00	200 00
Shelby .....	52,717 45	10,497 66	63,215 11	142,042 00	415 00	335 00
Stark .....	55,269 85	17,165 50	72,435 35	100,650 00	1,097 00	595 00
St. Clair .....	171,603 10	70,339 54	241,942 64	294,930 00	6,020 00	797 00
Stephenson .....	60,424 48	13,319 35	78,743 83	183,235 00	2,060 00	1,348 00
Tazewell .....	102,044 62	37,610 06	139,654 68	167,146 00	1,507 00	1,888 00
Union .....	30,474 26	12,153 18	42,627 44	72,605 00	1,504 00	.....
Vermilion .....	133,571 53	28,826 47	162,398 00	205,070 00	1,768 00	553 00
Wabash .....	15,366 62	2,784 01	18,150 63	19,650 00	225 00	.....
Warren .....	72,470 14	22,203 36	94,673 50	101,085 00	1,455 00	332 00
Washington .....	40,233 08	6,241 94	46,474 97	74,675 00	1,215 00	425 00
Wayne .....	33,439 27	7,549 15	40,988 42	56,285 00	1,775 00	10 00
White .....	44,991 74	3,499 05	48,490 79	65,709 00	5,095 00	25 00
Whiteside .....	116,508 25	23,366 50	139,874 75	270,380 00	5,622 00	1,095 00
Will .....	95,364 48	25,238 68	120,603 16	288,725 00	4,760 00	2,442 00
Williamson .....	22,204 24	4,076 68	26,280 92	26,741 00	1,520 00	74 00
Winnebago .....	55,114 90	17,575 35	72,690 25	117,585 00	1,987 00	727 00
Woodford .....	67,319 31	16,364 97	83,684 28	109,375 00	1,403 00	450 00
Total .....	\$7,702,525 24	\$1,957,700 84	\$9,660,226 08	\$13,778,783 90	\$224,797 00	\$71,415 59

## GENERAL STATISTICS BY COUNTIES.

## III.—Enumeration of children under 21 years of age, and between 6 and 21.

es.	No. of males under 21 years of age.	No. of fe- males under 21 years of age.	Whole No. of persons un- der 21 years of age.	No. of males between the ages of 6 and 21.	No. of fe- males be- tween the ages of 6 and 21.	Whole No. of persons between the ages of 6 and 21
.....	14,835	14,180	29,015	10,820	8,892	19,712
r.....	3,140	3,107	6,247	1,880	1,840	3,720
.....	3,744	3,587	7,331	2,627	2,343	4,970
.....	2,794	2,585	5,379	2,063	1,870	3,903
.....	3,613	3,478	7,091	2,470	2,357	4,827
.....	8,524	7,979	16,503	5,864	5,438	11,302
.....	2,217	2,047	4,264	982	957	1,939
.....	4,389	4,306	8,695	3,089	3,088	6,177
.....	3,667	3,486	7,153	2,486	2,374	4,860
n.....	10,557	10,062	20,649	7,307	6,780	14,087
.....	7,268	6,890	14,158	4,835	4,558	9,393
.....	6,008	5,609	11,617	4,276	3,969	8,245
.....	4,211	3,966	8,177	3,007	2,816	5,823
.....	4,841	4,538	9,379	3,106	2,911	6,017
.....	6,967	6,591	13,558	4,979	4,703	9,682
.....	114,761	113,272	228,033	70,006	68,276	138,282
.....	4,907	3,946	8,853	3,118	2,929	6,047
nd.....	4,008	3,529	7,537	2,723	2,461	5,184
.....	6,476	6,033	12,509	4,271	4,316	8,587
.....	4,925	4,370	9,295	3,710	3,984	7,694
.....	4,212	3,900	8,112	2,970	2,676	5,646
.....	5,715	5,437	11,152	4,052	3,816	7,868
.....	6,535	6,284	12,819	4,677	4,297	8,974
.....	2,211	2,058	4,269	1,491	1,314	2,805
.....	5,038	4,804	9,842	3,442	3,256	6,698
.....	5,954	5,810	11,764	4,098	3,934	8,032
.....	3,321	3,301	6,622	2,148	2,156	4,301
.....	4,353	4,371	8,724	2,962	2,846	5,808
.....	10,908	10,394	21,302	7,215	6,700	13,915
.....	3,272	3,163	6,435	2,056	1,918	3,974
.....	5,732	5,618	11,350	3,897	3,788	7,685
.....	4,135	4,066	8,231	2,965	2,897	5,862
.....	4,559	4,325	8,884	3,000	2,908	5,908
.....	10,120	9,910	20,030	7,065	6,848	13,913
.....	1,973	1,634	3,607	1,191	1,039	2,230
l.....	2,962	2,829	5,791	1,834	1,907	3,741
.....	9,516	9,266	18,782	6,483	6,497	12,980
.....	9,008	8,649	17,657	6,166	5,659	11,825
.....	6,169	5,362	11,551	2,767	2,597	5,364
.....	3,780	3,733	7,513	2,692	2,500	5,192
.....	5,532	5,573	11,105	3,914	3,783	7,697
.....	4,882	3,830	8,712	2,887	2,590	5,477
.....	7,435	7,363	14,798	5,062	5,002	10,064
.....	3,590	3,428	7,018	2,481	2,171	4,652
.....	10,078	10,005	20,173	6,907	6,897	13,804
.....	6,503	6,089	12,592	4,419	4,233	8,652
.....	2,985	2,870	5,855	2,154	2,206	4,160
.....	9,787	9,865	19,652	6,713	6,890	13,603
.....	5,839	5,872	11,711	3,737	3,734	7,471
.....	17,300	17,441	34,741	11,304	11,821	23,125
.....	3,912	3,606	7,518	2,720	2,452	5,172
.....	7,391	7,031	14,422	5,080	4,899	9,929
.....	10,239	9,717	19,956	7,037	6,575	13,612
.....	6,595	6,064	12,649	4,494	4,077	8,511
.....	7,811	7,598	15,409	5,588	5,286	10,884
.....	10,165	9,766	19,931	7,026	6,611	13,637
.....	12,499	12,177	24,676	8,483	7,940	16,423

## SCHOOL FUNDS LOANED—Continued.

Counties.	Amount loaned on personal property, in 1878.	Amount loaned on real estate security in 1878.
Morgan.....	\$15,930 13	\$26,747 58
Moultrie.....	10,397 83	3,810 98
Ogle.....	40,105 69	39,062 44
Peoria.....	34,557 20	22,122 33
Perry.....	12,223 40	2,470 55
Platt.....	13,920 65	25,221 19
Pike.....	39,000 66	17,008 63
Pope.....	9,426 34	1,312 00
Pulaski.....	3,101 72	8,311 80
Putnam.....	11,189 01	10,294 75
Randolph.....	14,731 58	10,412 90
Richland.....	15,196 18	6,519 42
Rock Island.....	11,610 86	20,834 15
Saline.....	6,781 78	1,957 50
Sangamon.....	28,913 05	21,439 11
Schuyler.....	20,757 57	13,385 72
Scott.....	8,264 32	3,839 19
Shelby.....	34,640 55	17,047 74
Stark.....	7,517 77	4,847 47
St. Clair.....	24,089 13	39,921 00
Stephenson.....	18,824 31	22,837 23
Tazewell.....	34,918 52	16,535 73
Union.....	5,961 40	2,263 00
Vermilion.....	87,030 02	43,588 40
Wabash.....	7,342 48	4,253 27
Warren.....	19,868 98	2,992 73
Washington.....	20,421 45	9,331 55
Wayne.....	28,376 31	5,532 07
White.....	12,073 39	2,810 15
Whiteside.....	71,203 91	121,617 67
Will.....	59,407 39	50,474 02
Williamson.....	6,083 27	2,427 96
Winnebago.....	20,834 44	19,063 83
Woodford.....	33,312 67	28,051 25
Total.....	\$2,284,659 14	\$2,785,734 02

## FINANCIAL STATISTICS, 1877.

TABLE I.—Receipts by counties for the year.

Counties.	Balance in treasury October 1, 1876.	Amount of state and county funds received from county superinten- dent.	Amount of fines and forfeitures received from county superin- tendent.	Amount of interest on township fund received.	Amount of special district taxes received.
er	\$22,167 36	\$23,117 31		\$3,448 45	\$95,744 66
	1,302 33	4,211 89		729 68	22,871 21
	7,913 00	6,525 73	\$133 13	1,981 87	21,879 06
	9,289 86	4,963 41		1,302 84	24,020 55
	5,896 16	5,370 15		1,164 57	19,238 77
	26,910 08	13,821 85		5,797 79	91,386 50
	2,972 97	1,355 30	48 80	711 05	8,580 47
	15,096 39	7,652 94		5,867 13	38,327 30
	17,216 77	4,775 82	190 30	2,945 61	31,601 00
gn.	36,914 49	13,985 56		16,495 18	103,144 63
	15,253 97	8,364 86		6,261 42	67,814 57
	8,340 76	8,139 65		1,844 02	23,090 06
	5,766 79	7,065 80		2,023 50	20,066 31
	6,229 42	6,475 57		2,478 42	23,245 59
	13,980 92	10,395 95	163 90	3,773 68	54,329 05
	74,666 75	126,408 28		35,339 62	842,688 47
	2,949 23	6,658 82		1,654 71	20,311 53
and	4,927 63	5,424 48		1,720 04	13,483 53
	9,555 07	9,084 84		4,219 38	69,218 76
	11,145 74	6,078 31	1,107 25	2,712 54	47,346 23
	13,349 61	6,172 38	122 49	4,464 87	33,433 19
	15,959 14	7,676 81		1,945 70	54,876 37
	12,550 71	9,083 65	196 05	4,232 36	49,492 01
	1,709 69	3,528 18		1,387 08	9,031 92
m	3,897 30	6,896 74	62 84	1,158 04	22,577 79
	6,388 64	8,574 20		3,133 53	28,661 90
	11,228 98	3,636 60		9,436 60	31,727 45
	2,655 37	5,561 53		421 06	13,137 82
	33,713 35	15,979 05	122 50	4,142 14	77,681 81
	2,973 51	5,069 35	61 86	1,552 20	14,112 04
	14,466 63	8,459 99		2,962 50	58,825 94
	17,981 71	6,114 06	66 00	5,019 36	37,891 75
	1,946 84	6,062 85	236 06	2,470 26	8,235 74
	20,931 25	15,189 89	116 63	7,853 02	70,056 42
	1,923 82	2,367 34		619 45	5,216 91
on	8,727 59	5,076 89		1,972 38	32,285 62
	47,994 59	14,024 53		9,824 89	82,021 37
	19,061 81	10,493 25	172 72	12,113 13	75,226 06
	6,655 15	8,968 75		5,598 46	27,718 03
	4,967 83	5,303 83	532 24	2,896 09	15,031 42
	6,020 09	8,476 21		1,426 90	16,777 22
	10,709 10	6,555 64		4,160 98	30,756 51
ss	11,583 99	12,121 09		4,997 03	36,125 14
	1,494 01	5,257 98		520 56	5,702 05
	66,255 65	14,687 98		3,663 92	101,243 35
e	14,138 61	10,391 04	71 61	8,923 94	51,729 24
	9,139 56	4,218 05		1,957 44	22,468 52
	36,478 77	15,065 58		3,060 10	103,798 76
	7,069 55	8,037 60		3,461 13	36,338 44
	53,722 18	28,222 61		11,406 99	157,794 27
e	4,693 85	6,193 59		2,202 93	18,029 95
	20,940 12	11,044 47		5,232 05	70,671 46
on	44,370 24	13,148 49		18,623 54	68,595 72
	22,689 58	10,135 35	445 32	4,571 36	66,679 14
	22,581 94	12,793 88	312 28	7,182 90	72,859 51
n	26,135 06	13,457 68	747 79	4,175 20	64,200 70



TABLE IV.—Continued.

Counties.	Whole No. of school districts.	No. of dis- tricts having school five months or more.	No. of dis- tricts hav- ing school less than 5 months	No. of districts having no schools.	Whole No. of free pub- lic schools sustained.	Whole No. of months schools sus- tained.
Massac.....	33	33	.....	.....	37	269
McDonough.....	141	140	1	.....	155	1,068
McHenry.....	152	150	.....	2	150	1,110
McLean.....	258	244	1	2	273	2,069
Menard.....	62	62	.....	.....	62	488
Mercer.....	118	117	1	.....	118	887
Monroe.....	49	47	.....	2	50	408
Montgomery.....	133	129	.....	2	133	989
Morgan.....	103	101	1	2	111	816
Moultrie.....	82	82	.....	.....	86	539
Ogle.....	179	176	1	2	177	1,343
Peoria.....	162	161	1	.....	162	1,297
Perry.....	65	65	.....	.....	65	399
Platt.....	90	90	.....	.....	93	741
Pike.....	168	164	1	3	165	1,197
Pope.....	56	54	.....	.....	55	292
Pulaski.....	28	23	2	3	21	223
Putnam.....	34	34	.....	.....	34	264
Randolph.....	94	89	.....	5	97	606
Richland.....	89	89	.....	.....	89	556
Rock Island.....	102	102	.....	.....	162	1,269
Saline.....	65	65	.....	.....	66	391
Sangamon.....	182	181	.....	.....	185	1,425
Schuyler.....	95	94	.....	.....	95	613
Scott.....	43	43	.....	.....	43	308
Shelby.....	154	153	.....	1	153	1,023
Stark.....	80	79	.....	1	82	610
St. Clair.....	114	114	.....	.....	114	1,109
Stephenson.....	152	152	.....	.....	152	1,164
Tazewell.....	114	114	.....	.....	118	910
Union.....	72	71	.....	1	71	376
Vermilion.....	204	201	1	2	210	1,423
Wabash.....	50	49	1	.....	59	373
Warren.....	134	133	1	.....	131	1,310
Washington.....	83	83	.....	1	83	536
Wayne.....	120	118	1	1	119	749
White.....	89	87	1	1	89	556
Whiteside.....	141	141	.....	.....	141	1,136
Will.....	209	200	5	2	195	1,526
Williamson.....	84	83	1	.....	84	446
Winnebago.....	130	128	.....	2	128	968
Woodford.....	117	117	.....	.....	120	894
Total.....	11,581	11,285	64	94	10,808	91,898

TABLE I—Continued.

Counties.	Railroad back tax.	Amount received from dist. bonds issued for building purposes.	Tuition.	From other treasurers.	All other sources.	Total amount received during the year ending Sept. 30, 1877.
Adair	\$ 1,328 25	\$ 6,306 00	\$ 686 61		\$13,777 00	\$ 166,575 64
Albany	1,207 04	100 00	24 90		108 27	29,408 28
Allen	515 16	1,000 00	726 30		883 40	42,249 62
Anderson	1,395 01		361 41		440 00	40,893 23
Antelope	7,628 56	215 29	85 19		50 00	33,415 14
Ashtabula			6 50		1,528 77	147,071 55
Aurora	2,654 42	959 60	875 46		1,466 48	15,141 57
Baraboo	493 19	3,620 00		\$ 558 85	1,297 93	72,730 17
Barre	2,719 05	6,937 50	925 36		803 54	62,203 08
Bay View	2,420 29		931 84		332 51	181,175 42
Bellevue	1,358 67				294 24	101,379 46
Berkshire	1,611 67				256 00	43,668 00
Bethel	1,872 82	431 80	18 00		908 55	36,790 07
Bethesda	1,961 57	2,405 00			6,104 48	41,660 17
Bethesda	27,706 93	34,849 00	500 00		253,972 62	93,114 55
Bethesda				81 75	402 38	1,396,181 67
Bethesda					28 55	32,068 42
Bethesda	3,196 54	3,975 00			1,088 56	25,584 23
Bethesda	2,522 24	1,102 50	82 57		601 30	110,338 15
Bethesda	1,968 39		15 00	684 48	273 80	72,798 68
Bethesda	6,762 81	12,500 00	67 50		412 68	61,073 21
Bethesda	963 74	7,314 58			576 05	100,201 01
Bethesda	10 40				82 51	84,403 15
Bethesda	989 49	30 00			118 95	15,749 78
Bethesda	55 00	1,589 22		32 41		35,731 15
Bethesda	1,590 02	787 50			286 62	48,414 90
Bethesda					2 30	58,693 77
Bethesda	10,565 43	84 40			1,827 96	21,798 08
Bethesda					457 90	144,116 64
Bethesda	1,019 98		644 16		1,074 68	24,226 88
Bethesda	968 77	7,602 42	221 03		40 00	87,453 80
Bethesda	1,110 17		4 25		63 85	75,905 10
Bethesda	6,596 49	1,787 06	301 73		164 75	20,180 02
Bethesda		128 38				122,967 24
Bethesda	2,446 83			170 35		10,426 20
Bethesda	11,156 51	100 00	518 87	941 75	419 75	51,470 81
Bethesda	7,208 28	1,943 19	133 21	766 81		166,407 57
Bethesda	657 73				284 80	126,616 45
Bethesda		3,051 01		2,022 35	52 25	46,097 72
Bethesda	3,053 12		346 32	243 09	5 50	32,011 01
Bethesda	776 93	75 00			670 88	36,770 74
Bethesda	488 32	275 00			598 41	53,632 57
Bethesda	1,082 93				711 18	66,361 75
Bethesda	13,384 49	2,040 00	1,087 95		988 29	15,066 94
Bethesda	2,728 75	9,251 80		214 14	2,057 54	203,361 63
Bethesda	1,920 79	55 00	5 00		515 00	99,506 67
Bethesda	5,537 88	1,174 17	871 60		442 11	40,279 16
Bethesda	1,308 92	200 00			504 27	167,028 97
Bethesda	6,786 75	4,572 00			8,316 17	56,919 91
Bethesda	962 11	128 60			566 45	270,823 97
Bethesda	1,667 09	174 37	286 05		960 13	32,772 78
Bethesda	2,327 28	1,150 00	281 32		4,122 95	110,975 94
Bethesda	2,936 99	19,484 50	53 75		1,708 24	152,619 54
Bethesda	384 26	2,114 00	47 66		2,892 38	128,704 23
Bethesda	5,434 51	37 40	149 85		22 46	120,968 79
Bethesda	5,979 20	274 40	448 35	655 42		114,360 65
Bethesda	844 64	1,780 00			338 75	172,892 07
Bethesda	4,623 81		142 45		214 00	50,873 60
Bethesda	3,334 54	7,935 00			2,801 46	61,574 06
Bethesda					101 09	96,762 15
Bethesda	6,739 65	15,070 00			11,517 09	21,074 25
Bethesda	5,035 25		571 00		574 93	119,016 35
Bethesda	7,118 33	32,004 00	919 45		3,226 84	78,176 96
Bethesda	2,150 13	63 62	18 12	105 03		284,786 57
Bethesda	3,237 45	110 00			1,114 35	52,163 99
Bethesda			83 21		99 45	75,769 49
Bethesda	2,631 81	925 00	133 85		19 00	36,237 46
Bethesda	1,452 94	1,900 00			3,098 10	84,968 72
Bethesda	5,755 69	527 74	37 65		1,162 50	142,374 62
Bethesda	4,439 82	3,505 00	88 94		1,273 08	45,602 11
Bethesda	8,998 17	8,781 40	470 14		20,768 26	131,030 66
						236,192 37

TABLE I—Continued.

Counties.	Railroad back tax.	Amo't re- ceived f'm dist. funds issued for building purposes.	Tuition.	From other treasur- ers.	All other sources.	Total amount received during the year ending Sept. 30, 1877.
Perry .....				281 70	358 24	33,758 52
Platt .....	607 22	625 00			2,202 22	64,399 10
Pike .....	3,140 84	200 00	83 93		1,874 92	93,369 59
Pope .....	231 42	100 93			1,068 98	20,708 08
Pulaski .....	1,109 15				486 40	12,405 15
Putnam .....	448 50		30 60	60 59	219 61	22,889 38
Randolph .....	1,265 91				1,118 84	63,365 06
Richland .....				319 26	422 96	39,986 24
Rock Island .....	608 83	280 00			5,432 87	128,255 08
Saline .....	1,077 21		287 37		394 51	23,907 44
Sangamon .....	6,819 76	300 00	697 39		3,478 47	163,203 29
Schuyler .....	3,098 09	652 31	47 87		461 82	52,597 06
Scott .....	1,969 35	750 00		92 36	238 40	38,219 54
Shelby .....	1,678 51				183 64	63,215 11
Stark .....	5,491 30	290 00	501 84		5,992 38	72,435 26
St. Clair .....	4,784 10	17,750 00	682 84		6,798 43	241,942 64
Stephenson .....	637 28	900 00			963 11	78,743 88
Tazewell .....	8,636 92	1,736 70	294 29		367 25	139,654 06
Union .....	234 17	613 95	61 80		399 25	42,627 44
Vermilion .....	6,979 49	28,000 00	129 57		693 93	162,398 06
Wabash .....					19 55	18,120 63
Warren .....	2,064 21			187 52	554 06	94,673 50
Washington .....	316 00		104 65		2,060 15	46,474 97
Wayne .....	1,487 14	400 00			467 31	40,988 42
White .....		2,596 39		51 39	2,236 47	48,490 79
Whiteside .....	1,959 82	124 00			2,049 13	139,874 75
Will .....	2,973 44		208 31		570 10	120,603 16
Williamson .....	180 30	806 40			990 44	26,280 42
Winnebago .....	2,410 52	98		200 25	317 84	72,690 26
Woodford .....	3,576 30	500 00			2,229 73	83,684 28
Totals .....	\$ 291,611 78	\$ 278,413 86	\$ 16,303 10	\$ 7,670 40	\$ 408,176 43	\$ 9,660,226 08

TABLE II.

*Expenditures by counties for the year 1877.*

Counties.	Amount paid to male teachers.	Amount paid to female teachers.	Whole amount paid to teachers.	Paid for new school houses.	Amount paid for school sites and grounds.
Adams	\$44,951 05	\$37,989 12	\$82,940 17	\$10,737 54	\$580 00
Albany	5,373 48	8,912 56	14,286 04	30 75	.....
Albany	15,323 88	8,645 08	23,968 96	1,380 98	30 00
Albany	7,911 08	12,945 89	20,856 97	1,956 67	31 01
Albany	9,419 86	7,899 73	17,319 59	600 00	134 25
Albany	36,479 11	38,991 77	75,470 88	2,248 30	.....
Albany	7,402 07	1,685 57	9,087 64	870 50	82 40
Albany	18,769 87	17,039 25	35,809 12	2,229 39	436 00
Albany	13,582 16	16,979 78	30,561 94	556 00	.....
Albany	44,292 89	42,117 00	86,409 89	7,516 49	259 05
Albany	35,730 16	16,271 99	52,002 15	1,793 49	.....
Albany	18,165 86	8,004 06	26,170 02	1,525 29	70 00
Albany	13,458 09	7,631 30	21,089 39	111 11	41 17
Albany	18,958 64	7,596 36	26,555 00	300 00	.....
Albany	27,627 24	18,082 82	45,710 06	6,293 54	1,045 25
Albany	132,820 67	508,201 07	641,021 74	35,034 65	5,854 29
Albany	14,250 42	6,924 66	21,155 08	981 45	.....
Albany	9,742 64	5,411 93	15,154 57	1,736 03	45 00
Albany	27,316 19	31,654 79	58,970 98	6,165 73	50 00
Albany	23,727 64	15,284 77	39,012 41	1,098 14	.....
Albany	17,190 84	14,282 95	31,473 79	2,084 18	982 83
Albany	12,297 56	23,711 65	36,009 21	3,850 17	3,627 00
Albany	26,426 48	19,052 03	45,478 51	4,454 46	280 70
Albany	5,664 28	5,048 94	10,713 22	.....	.....
Albany	12,082 91	6,711 10	18,794 01	521 76	.....
Albany	20,959 53	8,749 40	29,708 93	2,529 22	72 25
Albany	12,996 91	17,701 09	30,698 00	140 00	77 35
Albany	9,622 67	2,950 38	12,575 05	1,342 40	25 00
Albany	33,499 66	35,850 09	69,349 75	5,639 67	350 00
Albany	13,213 21	4,689 13	17,902 34	336 16	30 00
Albany	26,898 11	13,398 11	40,296 22	1,468 50	125 00
Albany	10,075 72	22,195 79	32,271 51	10,066 94	.....
Albany	10,214 27	2,452 24	12,666 51	1,690 36	.....
Albany	33,926 10	29,304 41	63,230 51	7,661 91	294 64
Albany	5,005 04	714 25	5,719 29	.....	.....
Albany	14,807 70	10,274 83	25,082 53	935 39	.....
Albany	33,663 91	45,761 34	79,425 25	1,256 00	.....
Albany	27,439 16	36,585 24	64,024 40	5,177 73	213 60
Albany	15,811 19	10,167 36	25,980 55	835 00	22 50
Albany	12,780 15	4,475 20	17,255 35	2,652 63	480 84
Albany	15,372 06	5,550 18	20,922 24	1,325 57	.....
Albany	15,742 33	11,909 78	27,652 11	1,487 88	21 00
Albany	19,117 74	21,322 47	40,440 21	1,286 22	.....
Albany	9,442 72	1,133 96	10,576 68	353 81	.....
Albany	29,387 60	54,533 38	83,920 98	2,401 58	.....
Albany	14,190 64	25,822 18	40,012 82	1,800 14	148 00
Albany	8,284 31	12,731 24	21,015 55	2,306 17	515 00
Albany	26,723 09	49,349 29	76,072 38	11,079 90	.....
Albany	11,993 58	21,542 13	33,535 71	1,510 15	200 00
Albany	61,288 79	73,949 44	135,238 23	8,687 90	1,087 00
Albany	13,530 62	4,258 86	17,789 48	1,112 97	.....
Albany	28,007 42	26,252 53	54,259 95	1,211 76	90 00
Albany	38,292 33	46,321 94	84,614 27	430 75	993 59
Albany	38,083 96	23,937 86	62,021 82	8,294 07	2,000 00
Albany	35,883 02	25,095 28	60,978 30	2,350 75	195 00
Albany	35,805 74	22,594 58	57,900 32	2,081 26	731 96
Albany	51,312 22	32,670 31	83,982 53	2,687 25	69 25
Albany	15,270 24	14,042 53	29,312 77	1,247 50	40 00
Albany	16,440 49	19,332 76	35,773 25	.....	.....
Albany	19,759 22	17,541 81	37,301 03	7,739 96	814 71
Albany	7,011 52	3,867 64	10,879 16	50 00	25 00
Albany	25,189 61	27,380 29	52,569 90	21,288 10	1,613 50
Albany	20,392 09	24,883 43	45,275 52	328 00	24 00
Albany	49,525 05	69,973 67	119,498 72	4,884 79	1,164 07
Albany	19,933 60	9,437 68	29,371 28	340 50	.....
Albany	18,423 13	21,866 55	40,289 68	827 63	5 00
Albany	17,441 16	4,439 54	21,880 70	1,019 07	223 35
Albany	25,230 03	19,490 62	44,720 65	1,448 77	328 60
Albany	37,253 79	29,539 37	66,793 16	4,693 25	35 00

TABLE II—Continued.

Counties.	Amount paid to male teachers.	Amount paid to female teachers.	Whole amount paid to teachers.	Paid for new school houses.	Amount paid for each sch- ool site group
Moultrie.....	\$13,155 54	\$9,229 85	\$22,385 19	\$2,625 91	1
Ogle.....	33,556 40	34,037 36	67,593 75	1,908 70	1
Peoria.....	33,804 36	59,454 54	93,058 90	20,379 22	1
Perry.....	9,630 83	8,884 01	18,314 84		1
Platt.....	19,019 59	13,345 97	32,365 56	5,937 91	1
Pike.....	29,572 87	21,266 14	50,839 01	2,736 00	1
Pope.....	8,649 96	4,429 63	13,079 59	295 00	1
Pulaski.....	4,614 55	3,120 88	7,735 43		1
Putnam.....	6,014 51	6,730 73	12,745 24		1
Randolph.....	22,108 14	9,311 57	31,419 71	1,828 90	1
Richland.....	13,455 11	9,645 45	23,100 56	399 17	1
Rock Island.....	21,351 46	40,173 88	61,525 34	2,241 11	1
Saline.....	11,926 93	2,021 91	13,948 84	1,201 00	1
Sangamon.....	52,320 17	46,104 21	98,424 38	2,624 81	1
Schuyler.....	11,414 48	12,784 10	24,098 58	1,183 36	1
Scott.....	14,832 86	4,069 97	18,902 83	875 00	1
Shelby.....	30,482 75	8,810 83	39,293 58	2,310 37	1
Stark.....	10,635 93	16,815 79	27,451 72	9,323 50	1
St. Clair.....	70,532 49	31,671 09	102,223 58	9,094 83	1
Stephenson.....	20,423 40	17,474 82	37,898 22	1,411 50	1
Tazewell.....	28,408 73	28,540 62	56,948 35	15,852 05	1
Union.....	12,552 81	5,862 90	18,415 71	1,255 23	1
Vermilion.....	33,507 94	35,877 67	69,385 61	13,937 83	1,6
Wabash.....	8,690 33	3,279 55	11,969 88		1
Warren.....	20,642 93	31,129 85	51,772 78	2,514 72	1
Washington.....	16,714 59	7,664 13	24,378 72	1,148 00	4
Wayne.....	17,593 42	5,235 96	22,829 38	2,712 25	1
White.....	17,008 39	5,894 20	22,902 59	9,340 59	1
Whiteside.....	31,745 62	37,135 29	68,880 91	2,585 12	1
Will.....	25,775 15	38,479 57	64,254 72	350 00	1
Williamson.....	12,917 61	4,111 84	17,029 45	459 11	1
Winnebago.....	12,854 65	22,820 72	35,675 37	869 26	1
Woodford.....	22,055 17	23,034 77	45,089 94	848 50	1
Total.....	\$2,351,457 96	\$2,421,945 32	\$24,772,803 28	\$347,940 81	\$29,9

TABLE II—Continued.

Counties.	Amount paid for purchase of school houses.	Amount paid for rent of school houses.	Amount paid for repairs and improvements.	Amount paid for school furniture.	Amount paid for school apparatus.
Adams		\$250 00	\$3,590 93	\$2,813 33	\$143 95
Alexander			607 13	397 75	138 50
Bond		4 15	1,953 72	484 82	36 00
Boone			2,498 22	499 86	28 00
Brown		18 00	1,523 13	958 38	265 52
Bureau		130 00	11,578 66	2,990 79	454 96
Calhoun			1,039 19	218 05	
Carroll			5,418 75	2,224 13	189 95
Cass		45 00	1,681 88	1,204 33	179 73
Champaign		71 50	7,746 39	2,188 49	204 22
Christian		6 00	3,244 21	754 31	76 00
Clark			2,384 67	567 21	59 90
Clay		88 35	883 27	998 70	518 56
Clinton	\$500 00	134 00	1,178 75	297 41	251 55
Coles		30 00	5,686 45	1,023 75	331 70
Cook		16,697 22	44,787 78	10,889 79	2,084 78
Crawford			1,057 50	26 0	34 00
Cumberland		84 00	1,029 71	478 05	157 70
DeKalb		150 00	4,182 11	1,125 00	66 86
DeWitt			3,205 31	1,520 59	171 02
Douglas		27 50	1,852 22	1,350 37	9 00
DuPage		177 00	4,322 15	2,128 31	214 66
Edgar		119 55	4,388 78	1,951 35	126 09
Edwards			215 33	49 08	90 60
Effingham	1,778 09	24 00	672 62	394 30	388 86
Fayette			1,180 96	1,189 55	345 33
Ford		274 54	1,544 37	1,357 49	209 50
Franklin			778 95	152 84	318 40
Fulton		24 00	6,498 10	2,408 52	1,516 30
Gallatin		35 78	371 75	215 00	80 25
Greene		449 32	3,702 94	434 46	200 75
Grundy	800 59	125 00	5,623 52	1,695 40	191 70
Hamilton		44 00	974 35	359 34	117 00
Hancock			7,537 80	1,905 99	733 10
Hardin			106 45	76 00	
Henderson		24 00	3,181 42	1,554 16	223 02
Henry	1,512 95	204 33	10,069 17	1,626 98	398 29
Iroquois		86 70	4,687 93	1,722 32	228 94
Jackson		199 88	2,522 52	858 32	43 55
Jasper		41 20	1,425 25	153 50	176 85
Jefferson		70 25	1,743 04	91 10	922 16
Jersey		15 00	2,045 74	878 45	890 25
Jo Daviess		164 00	1,991 11	454 65	89 74
Johnson		60 00	476 47		220 00
Kane		615 62	7,605 33	1,304 43	55 06
Kankakee		53 50	3,880 59	2,094 30	123 82
Kendall			2,256 23	419 32	
Knox			8,143 55	1,843 75	314 47
Lake		500 00	3,508 51	1,844 75	13 85
LaSalle		498 80	12,635 40	482 11	340 75
Lawrence			1,262 92	2,391 29	76 15
Lee		82 48	5,109 23	210 80	92 11
Livingston		266 00	8,383 71	1,895 14	128 94
Logan		40 53	4,499 21	1,223 12	925 75
Macon			6,662 84	1,499 04	8 75
Macoupin		84 00	4,650 41	1,513 56	315 35
Madison		217 75	4,269 48	1,751 92	234 70
Marion		269 35	1,528 24	1,266 39	433 32
Marshall		50 00	2,831 57	101 25	175 70
Mason		28 75	4,675 89	1,091 38	121 90
Massac		41 50	1,857 37	1,818 77	57 63
McDonough		6 10	4,742 07	50 90	883 99
McHenry			2,908 58	1,728 12	3 00
McLean			11,586 01	2,992 36	306 47
Menard			953 61	661 68	85 06
Menard		188 00	4,576 50	1,076 79	229 34
Monroe		15 00	1,207 34	763 90	28 75
Montgomery			4,250 52	1,329 44	224 13
Morgan		45 00	6,021 36	1,751 56	
Moultrie		42 00	2,205 61	1,109 82	213 15
Ogle		101 74	7,000 99	1,683 64	115 32
Peoria		470 38	8,133 60	5,185 55	303 11
Perry		25 00	1,104 03	731 39	357 90

TABLE II—Continued.

Counties.	Amount paid for purchase of school houses.	Amount paid for rent of school houses.	Amount paid for repairs and improvements.	Amount paid for school furniture.	Amount paid for school apparatus.
Platt.....	\$819 62	\$200 00	\$3,318 29	\$1,842 14	\$116 00
Pike.....	38 00	38 00	3,244 32	1,476 52	762 05
Pope.....	38 40	38 40	1,073 89	72 00	193 32
Pulaski.....	296 07	296 07	285 58	243 78	141 20
Putnam.....	.....	.....	1,614 48	175 00	.....
Randolph.....	201 60	201 60	2,200 77	1,028 30	600 60
Richland.....	25 40	25 40	887 27	383 15	64 52
Rock Island.....	100 00	100 00	8,196 05	1,254 58	217 85
Saline.....	.....	.....	984 98	693 00	507 35
Sangamon.....	53 70	53 70	6,451 25	1,701 23	651 10
Schuyler.....	.....	.....	2,548 03	873 07	362 37
Scott.....	9 75	9 75	1,829 32	280 40	100 35
Shelby.....	245 83	59 00	2,135 47	671 19	171 90
Stark.....	145 00	145 00	3,864 51	954 68	150 00
St. Clair.....	.....	1,690 75	6,735 29	2,548 92	886 47
Stephenson.....	.....	.....	3,479 92	1,124 96	393 80
Tazewell.....	166 00	166 00	4,516 22	4,024 15	980 14
Union.....	5 00	5 00	733 74	528 96	211 35
Vermilion.....	344 00	344 00	8,086 47	2,381 42	118 00
Wabash.....	12 50	12 50	1,416 16	125 60	108 00
Warren.....	264 88	264 88	6,402 88	1,457 71	98 80
Washington.....	168 35	168 35	1,962 54	739 33	608 05
Wayne.....	23 36	23 36	1,044 67	236 15	238 10
White.....	20 50	20 50	1,646 64	2,731 32	856 35
Whiteside.....	82 50	82 50	9,422 09	3,008 19	817 48
Will.....	26 00	26 00	5,586 48	1,964 80	480 46
Williamson.....	48 92	48 92	961 64	217 92	139 46
Winnebago.....	.....	.....	2,620 21	256 89	130 50
Woodford.....	.....	.....	6,741 35	819 29	23 35
Total.....	\$5,655 08	\$27,491 45	\$411,589 44	\$130,395 90	\$29,534 73

TABLE II—Continued.

ities.	Amount paid for books for district library.	Amount paid for fuel and other incidental expenses.	Amount paid to township treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance	Directors' services.
ler.	\$50 00	\$16,595 85	\$3,346 70	\$6,680 99	\$18,440 80	\$929 44	....
		1,385 21	695 30	226 72	699 51	453 63	....
		2,457 44	701 03	403 27	697 45	58 55	\$18 60
	120 00	2,773 21	726 37	84 00	250 00	220 65	....
	48 00	2,162 96	492 30	960 06	2,611 00	76 70	....
	20 56	11,202 03	1,976 67	2,642 93	6,872 72	....	....
		888 51	480 67	....	....	....	....
l.	165 97	7,645 52	1,390 19	1,527 46	1,316 36	....	....
		2,819 02	650 25	800 09	2,890 00	83 95	....
ign	16 50	12,826 30	3,032 87	11,324 55	10,276 26	....	....
n		6,488 84	1,675 93	7,310 36	8,439 57	....	....
	4 75	2,236 98	908 47	363 15	550 00	72 50	....
		1,947 34	879 08	2,355 97	452 23	191 75	....
	34 85	1,601 68	1,002 18	145 35	1,621 27	106 75	....
	12 97	6,252 07	2,161 57	3,397 49	3,800 00	....	....
	747 15	113,170 78	16,186 32	134,963 16	71,972 58	....	....
rd		1,725 76	862 00	259 56	1,750 29	....	....
land		1,361 77	501 03	....	55 00	....	....
	61 12	9,510 23	1,446 45	973 63	6,082 40	....	....
		4,429 64	1,309 52	1,829 01	7,517 93	....	....
		5,771 74	1,164 02	2,456 95	45 50	....	....
		5,861 21	1,430 41	4,460 94	51,563 01	527 98	....
	3 00	5,263 45	1,430 24	200 00	774 02	192 86	....
		822 82	398 05	519 32	555 22	....	....
ls		2,123 30	788 21	714 41	3,063 15	82 73	....
um.		2,956 60	1,106 87	486 20	679 48	....	....
	36 85	4,576 00	1,529 73	1,509 51	4,108 49	175 96	....
	84 53	882 03	494 62	929 08	888 44	253 29	....
n.		8,354 37	2,306 95	2,391 28	5,451 26	23,80	42 27
	354 60	1,624 12	658 53	354 79	254 00	171 15	....
	36 50	5,430 80	1,162 07	5,675 71	10,228 90	31 00	....
	3 15	3,713 13	1,003 14	4,504 48	3,500 00	84 76	....
on	157 50	961 01	655 54	....	....	244 63	....
k.	18 00	9,062 45	2,217 93	2,101 64	8,929 61	9 20	....
		384 85	321 60	292 50	450 00	287 20	....
son	60 00	3,065 91	921 87	117 54	1,978 15	....	....
	184 11	7,705 96	2,245 90	1,395 86	5,002 98	142 28	....
	60 88	7,931 35	2,065 60	2,842 29	5,028 48	604 51	....
	81 00	2,000 63	1,048 24	1,925 60	1,112 32	26 50	....
	40 80	1,159 17	928 38	50 00	351 69	....	....
n		2,404 52	726 92	33 10	915 17	60 19	....
	8 50	3,196 00	1,217 74	2,264 51	4,120 00	25 15	....
ss.		7,746 47	1,683 80	610 37	280 21	11 05	....
		621 79	366 19	14 33	....	87 85	....
l	34 78	18,696 60	1,940 25	10,548 85	8,932 94	....	23 75
tee.		5,818 25	2,163 51	8,267 78	14,815 00	38 50	....
		2,698 01	759 33	....	....	649 50	....
		9,040 79	1,434 45	3,287 41	10,103 17	....	....
		5,900 04	934 45	571 11	1,338 79	890 88	....
	131 00	10,746 07	3,582 52	6,217 59	11,497 20	68 00	....
ce.		1,904 05	812 57	246 88	2,186 93	....	....
	4 75	7,488 35	2,302 51	4,411 95	7,870 08	38 65	....
ton.	167 22	12,680 35	3,184 58	1,168 21	3,660 96	....	....
		6,008 49	1,518 31	2,450 98	1,864 80	....	....
	42 20	6,664 82	1,792 79	3,806 84	8,145 80	....	....
in		5,653 07	1,652 12	2,202 44	5,054 35	....	....
	36 00	9,036 57	3,021 13	4,400 61	9,832 00	495 91	....
	12 50	4,753 49	928 30	869 44	1,160 00	409 10	....
		2,947 25	1,131 48	278 35	2,017 65	291 88	....
	68 40	5,270 65	1,711 22	3,287 92	8,735 00	87 60	....
ugh	20 00	917 07	479 50	966 72	950 00	....	....
	9 25	6,021 00	1,453 36	2,119 34	2,460 00	....	....
y.	25 43	6,928 28	1,135 21	1,109 94	1,671 07	....	....
		13,081 58	2,679 96	12,885 77	18,566 24	279 05	....
		1,867 13	963 33	939 40	7,237 48	....	....
	45 00	4,335 02	1,297 55	323 91	1,400 00	40 50	....
		1,300 78	971 01	1,249 61	2,401 80	169 28	....
nery	16 35	4,359 07	1,368 48	1,733 49	1,388 72	129 42	....
		9,280 89	1,831 92	6,533 80	519 15	186 34	....
	45 45	2,432 23	827 12	2,015 05	854 92	....	....
	189 05	11,749 26	2,129 46	3,497 35	8,060 89	686 70	....
	54 59	13,004 86	2,229 42	1,433 80	7,760 56	383 12	....
		1,907 09	807 27	1,327 75	1,880 00	33 30	....



TABLE II—Continued.

Counties.	Amount paid for books for district library.	Amount paid for fuel and other incidental expenses.	Amount paid to township treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.
Platt.....	\$32 00	\$4,020 62	\$1,202 91	\$270 63	\$325 00	\$267 99
Pike.....	50 99	4,847 30	1,712 26	2,062 85	3,712 00	274 48
Pope.....		1,135 62	573 85	220 50	255 00	
Pulaski.....	65 65	606 47	547 05	96 00		
Putnam.....		1,973 12	732 93	290 00	500 00	139 27
Randolph.....	14 00	2,357 16	1,296 15	2,021 12	3,563 77	
Richland.....	23 92	1,512 61	631 81	604 80	2,978 93	
Rock Island.....	34 95	7,355 53	1,263 72	3,687 35	6,040 00	
Saline.....	4 90	1,137 08	627 26	462 89	562 36	
Sangamon.....	56 87	9,492 17	2,895 93	4,845 85	3,560 03	
Schuyler.....		2,261 32	950 09	3,786 39	2,788 45	217 25
Scott.....		2,134 15	559 20	975 10	4,824 75	
Shelby.....	14 25	3,208 46	1,330 21	109 65	992 75	296 06
Stark.....	16 21	4,514 52	1,119 67	1,893 67	4,700 00	75 00
St. Clair.....	31 50	13,647 48	3,823 25	11,720 13	10,026 87	
Stephenson.....		6,848 67	1,478 91	223 36	2,960 93	55 82
Tazewell.....	60 00	5,751 12	2,073 22	6,047 93	3,003 84	717 40
Union.....		2,073 02	890 00	1,435 69	3,579 02	248 41
Vermillion.....	2 25	9,177 70	2,346 68	7,987 13	14,531 93	314 82
Wabash.....		1,266 77	396 36			41 32
Warren.....		5,982 74	1,553 64	519 13	1,413 33	145 82
Washington.....		1,999 25	1,047 14	3,291 30	976 82	496 72
Wayne.....		1,959 25	1,146 22	1,408 72	1,384 15	47 32
White.....		1,766 43	1,092 03	2,205 26	863 30	400 00
Whiteside.....	52 09	12,337 07	2,224 39	4,347 89	8,702 50	179 22
Will.....	389 00	8,789 05	1,995 03	3,407 51	7,015 72	
Williamson.....		1,303 70	576 32			138 60
Winnebago.....		5,762 73	1,194 98	651 09	1,900 00	196 00
Woodford.....		3,806 68	1,470 79	3,559 77	3,279 10	
Total.....	\$4,152 84	\$624,533 90	\$154,292 60	\$358,034 36	\$440,011 44	\$14,530 62

TABLE II—Continued.

ities.	Tuition.	Books and election blanks.	Attorneys' fees.	Other treasurers.	All other expenditures.
er.					\$1,118 38
	\$19 05			\$326 16	2,384 62
					561 79
				217 23	566 00
			\$533 26		182 99
					313 06
					351 91
					54 54
			84 11		430 08
ign	320 33		6 00		3,038 08
a					4,001 00
					1,205 88
					298 11
			174 50		443 51
					5,181 60
i					83,323 54
and					302 70
					1,220 05
					2,059 44
	66 00		100 00		1,617 50
					2,671 74
				801 92	1,463 00
			22 50	19 56	5,889 55
m					47 84
					893 78
					10 34
			15 00		1,054 47
					419 49
					1,982 11
					365 15
					1,015 07
n					1,311 03
			130 00	606 62	524 02
					1,298 87
on.				1,402 21	451 65
	136 55				520 06
					1,683 24
					6,154 10
			50 27	225 23	383 19
l.					559 99
				482 34	1,606 93
8.				505 90	213 03
					1,290 78
					57 45
					1,298 17
se				545 15	2,007 97
					682 37
					2,361 72
				713 62	1,706 53
					16,447 70
e.			35 40	147 33	748 77
on					1,387 99
		\$6 35			3,555 65
					5,034 15
n					1,062 58
				4,020 15	932 65
					5,319 05
		20 00		614 30	933 65
					1,135 47
					3,555 88
igh					1,152 39
					7,642 46
	593 34		194 65	1,587 59	2,333 39
					41,074 94
		2 90		672 20	551 70
				872 62	1,559 75
				304 33	296 31
ery				161 21	228 12
				161 21	228 12
		1 00	39 75	657 06	739 16
			30 00	606 78	155 33
	171 77				17,897 38
		58 67	37 55	423 01	184 35
	26 20				3,250 61
					5,641 32

TABLE II—Continued.

Counties.	Tuition.	Books and election blanks.	Attorney's fees.	Other treasurers.	All o expend
Pope .....					\$1
Pulaski ..	\$213 00		\$33 60		
Putnam ..				\$60 59	
Randolph ..				14 29	
Richland ..					10
Rock Island ..					
Saline ..				882 21	
Sangamon ..					
Schuyler ..					
Scott ..					
Shelby ..					
Stark ..					
St Clair ..				227 85	
Stephenson ..				3,373 49	
Tazewell ..			75 00	645 29	
Union ..	41 25		60 00		
Vermilion ..			441 67		
Wabash ..		\$36 45	6 00		
Warren ..			250 00		
Washington ..					
Wayne ..					
White ..				130 55	
Whiteside ..					
Will ..			311 90		
Williamson ..			230 80		
Winnebago ..			77 15	5,780 63	
Woodford ..					
Totals .....	\$1,589 49	\$125 37	\$2,939 11	\$27,277 65	\$31

TABLE II—Continued.

Counties.	Total expenditures for the year ending September 30, 1877.	Balance on hand.	Total of expenditures and balance on hand.	Estimated value of school houses and grounds.	Estimated value of school apparatus.	Estimated value of school libraries.
Adams	\$148,218 08	\$18,357 56	\$166,575 64	\$238,500 00	\$1,500 00	\$2,500 00
Alexander	21,275 16	8,133 12	29,408 28	30,200 00	3,080 00	200 00
Bond	33,073 97	9,175 65	42,249 62	47,175 00	1,003 00	380 00
Boone	30,610 96	10,282 27	40,893 23	75,525 00	613 00	426 50
Brown	27,570 11	5,845 03	33,415 14	62,325 00	1,113 00	48 09
Bureau	116,433 82	30,637 73	147,071 55	368,007 00	18,661 00	3,191 00
Calhoun	12,798 72	2,342 85	15,141 57	12,156 00	265 00	
Carroll	58,407 38	14,322 79	72,730 17	11,918 00	1,785 00	2,144 00
Cass	41,086 38	20,216 70	61,303 08	47,710 00	1,125 50	488 00
Champaign	145,236 02	35,938 50	181,175 42	284,175 00	3,527 00	1,111 00
Christian	85,791 86	15,587 60	101,379 46	130,953 00	1,055 00	160 00
Clark	36,128 84	7,539 16	43,668 00	72,065 00	610 00	255 00
Clay	29,830 82	6,960 05	36,790 87	79,888 00	780 00	142 00
Clinton	34,344 00	7,315 37	41,660 17	51,100 00	1,748 00	225 00
Colos	80,018 45	13,096 10	93,114 52	178,134 00	1,559 00	394 00
Cook	1,156,713 78	239,417 89	1,396,131 67	1,448,580 00	15,588 00	6,676 00
Crawford	28,154 34	3,904 08	32,058 42	90,305 00	1,241 00	25 00
Cumberland	21,800 91	3,783 32	25,584 23	39,100 00	781 00	781 00
DeKalb	90,843 95	19,494 20	110,338 13	158,310 00	1,368 00	951 00
DeWitt	61,710 98	11,087 70	72,798 68	135,150 00	1,655 00	345 00
Douglas	50,687 81	10,385 40	61,073 21	120,600 00	2,100 00	708 00
DuPage	75,299 93	24,901 08	100,201 01	108,915 00	1,024 00	469 00
Edgar	71,101 72	13,301 43	84,403 15	92,895 00	1,058 00	217 00
Edwards	13,516 71	2,283 07	15,799 78	21,445 00	577 00	20 00
Effingham	30,173 97	5,557 18	35,731 15	63,310 00	3,890 00	150 00
Fayette	40,458 54	7,956 36	48,414 90	53,415 00	360 00	0
Ford	47,417 27	11,276 50	58,693 77	66,240 00	1,035 00	285 0
Franklin	18,885 97	2,912 11	21,798 08	29,599 00	782 00	210 00
Fulton	106,811 06	37,305 58	144,116 64	268,200 00	3,373 00	460 00
Gallatin	22,375 37	1,851 49	24,226 86	5,350 00	35 00	100 00
Greene	70,277 55	17,176 33	87,453 88	133,485 00	770 00	245 00
Grundy	65,208 57	10,696 53	75,905 10	132,160 00	1,265 00	682 50
Hamilton	18,001 33	2,158 69	20,160 02	32,546 00	909 00	200 00
Hancock	106,045 27	16,951 97	122,997 24	198,423 00	4,205 00	950 00
Hardin	7,802 04	2,624 16	10,426 20	7,350 00	120 00	25 00
Henderson	39,208 54	12,662 27	51,870 81	33,340 00	770 00	274 00
Henry	113,452 08	52,955 49	166,407 57	226,276 00	4,473 00	1,655 00
Iroquois	100,250 80	26,365 65	126,616 45	163,018 00	3,568 00	646 00
Jackson	37,013 30	9,084 42	46,097 72	55,391 00	1,192 00	305 00
Jasper	24,657 68	7,353 35	32,011 01	27,068 00	829 00	
Jefferson	30,788 15	5,984 59	36,772 74	39,455 00	666 00	70 00
Jersey	44,503 00	9,228 97	53,632 57	92,630 00	1,216 00	238 00
Jo Daviess	50,451 10	9,850 65	60,301 75	109,355 00	2,134 00	486 00
Johnson	12,770 49	2,286 45	15,056 94	18,360 04	955 00	
Kane	137,983 00	65,938 54	203,921 54	340,475 00	6,300 00	4,701 00
Kankakee	82,380 33	17,146 34	99,526 67	15,988 00	2,656 00	412 00
Kendall	30,652 48	9,626 68	40,279 16	49,000 00	802 00	346 00
Knox	124,572 37	42,456 60	167,028 97	330,775 00	2,745 00	1,917 00
Lake	50,982 87	5,937 04	56,919 91	64,908 00	3,467 00	313 00
LaSalle	209,481 35	61,342 62	270,823 97	206,435 00	4,780 00	2,946 00
Lawrence	26,577 96	6,195 12	32,772 78	37,900 00	845 00	
Lee	86,206 30	24,769 64	110,975 94	223,580 00	1,850 00	1,149 00
Livingston	120,467 35	32,152 19	152,619 54	204,875 00	4,223 00	1,645 00
Logan	96,158 51	32,545 72	128,704 23	190,800 00	3,124 00	165 00
Macon	93,254 22	27,714 56	120,968 79	181,750 00	1,845 00	1,448 00
Macoupin	83,485 76	30,874 89	114,360 65	221,075 00	2,484 00	350 00
Madison	128,801 96	44,090 11	172,892 07	262,045 00	4,372 00	3,963 00
Marion	41,881 40	8,992 20	50,873 60	92,912 00	787 00	120 00
Marshall	48,154 00	13,420 06	61,574 06	86,225 00	1,150 00	253 50
Massac	75,061 71	21,700 44	96,762 15	127,838 00	1,593 03	140 00
Massac	17,505 64	3,568 61	21,074 25	30,405 00	124 03	220 00
McDonough	102,497 94	16,518 41	119,016 35	166,515 00	2,450 00	920 00
McHenry	63,333 59	14,843 37	78,176 96	166,645 00	0,480 00	880 00
McLean	228,021 92	56,764 65	284,786 57	469,879 00	2,139 00	697 00
McNair	43,683 87	8,480 12	52,163 99	62,020 00	666 00	136 00
Merced	57,801 25	17,968 24	75,769 49	111,275 00	1,886 00	745 04
Monroe	31,982 17	4,275 29	36,257 46	70,430 00	3,160 00	
Montgomery	62,076 28	24,892 44	86,968 72	131,802 00	2,057 00	35 00
Morgan	97,090 76	54,383 86	142,374 62	257,192 00	1,175 00	625 00
Moultrie	36,213 42	9,388 69	45,602 11	56,805 00	1,030 00	100 00
Ogle	106,139 86	29,890 80	136,030 66	231,007 00	3,420 00	1,992 00
Peoria	170,478 26	35,714 11	206,192 37	326,853 00	1,270 00	3,087 00
Perry	27,172 16	6,586 36	33,758 52	49,428 00	1,476 00	
Platt	54,357 40	10,041 70	64,399 10	62,695 00	1,235 00	40 00

TABLE II—Continued.

Counties	Total expenditures for the year ending September 30, 1877.	Balance on hand.	Total of expenditures and balance on hand.	Estimated value of school houses and grounds.	Estimated value of school apparatus	Estimated value of school libraries.
Pike .....	\$77,714 76	\$15,655 13	\$93,369 89	\$162,852 00	\$3,107 00	\$370 00
Pope .....	17,622 30	3,105 78	20,708 08	23,575 00	295 00	.....
Pulaski .....	10,735 25	1,689 90	12,405 15	11,778 00	540 00	100 00
Putnam .....	18,230 63	4,658 70	22,889 33	39,000 00	1,784 00	148 00
Randolph .....	47,791 48	15,574 48	63,365 96	77,915 00	3,472 00	57 00
Richland .....	31,420 73	8,565 51	39,986 24	78,955 00	1,196 00	135 00
Rock Island .....	103,346 34	24,909 59	128,255 93	252,185 00	4,475 00	875 00
Saline .....	20,831 14	3,076 30	23,907 44	28,750 00	1,374 00	.....
Sangamon .....	135,306 56	27,896 64	163,203 20	319,325 00	.....	.....
Schuyler .....	41,041 66	11,556 00	52,597 66	163,510 00	1,229 00	230 00
Scott .....	30,614 97	7,604 57	38,219 54	58,350 00	922 00	200 00
Shelby .....	52,717 45	10,497 66	63,215 11	142,042 00	415 00	335 00
Stark .....	55,269 85	17,165 50	72,435 35	100,650 00	1,097 00	595 00
St. Clair .....	171,603 10	70,339 54	241,942 64	294,930 00	6,020 00	797 00
Stephenson .....	60,424 48	13,319 35	73,743 83	183,235 00	2,060 00	1,348 00
Tazewell .....	102,044 62	37,610 06	139,654 68	167,146 00	1,507 00	1,888 00
Union .....	30,474 26	12,153 18	42,627 44	72,605 00	1,504 00	.....
Vermillion .....	131,571 53	28,826 47	160,398 00	205,070 00	1,768 00	553 00
Wabash .....	15,336 62	2,784 01	18,120 63	19,670 00	225 00	.....
Warren .....	72,470 14	22,203 36	94,673 50	101,085 00	1,455 00	332 00
Washington .....	40,233 03	6,241 94	46,474 97	74,675 00	1,215 00	425 00
Wayne .....	33,439 27	7,549 15	40,988 42	56,285 00	1,775 00	10 00
White .....	44,991 74	3,499 05	48,490 79	65,709 00	5,065 00	25 00
Whiteside .....	116,508 25	23,366 50	139,874 75	270,380 00	5,622 00	1,095 00
Will .....	95,364 48	25,238 68	120,603 16	288,725 00	4,760 00	2,442 00
Williamson .....	22,204 24	4,076 68	26,280 92	26,741 00	1,520 00	74 00
Winnebago .....	55,114 90	17,575 35	72,690 25	117,585 00	1,987 00	727 00
Woodford .....	67,319 31	16,364 97	83,684 28	169,375 00	1,403 00	450 00
Total .....	\$7,702,525 24	\$1,957,700 84	\$9,660,226 08	\$13,778,783 90	\$224,797 00	\$71,415 59

## GENERAL STATISTICS BY COUNTIES.

## III.—Enumeration of children under 21 years of age, and between 6 and 21.

ies.	No. of males under 21 years of age.	No. of females under 21 years of age.	Whole No. of persons under 21 years of age.	No. of males between the ages of 6 and 21.	No. of females between the ages of 6 and 21.	Whole No. of persons between the ages of 6 and 21
.....	14,835	14,180	29,015	10,820	8,892	19,712
er .....	3,140	3,107	6,247	1,880	1,840	3,720
.....	3,744	3,587	7,331	2,627	2,545	4,970
.....	2,794	2,585	5,379	2,033	1,870	3,903
.....	3,613	3,478	7,091	2,470	2,357	4,827
.....	8,524	7,979	16,503	5,864	5,438	11,302
.....	2,217	2,047	4,264	982	957	1,939
.....	4,389	4,306	8,695	3,089	3,088	6,177
.....	3,667	3,486	7,153	2,486	2,374	4,860
gn .....	10,557	10,092	20,649	7,307	6,760	14,067
l .....	7,268	6,890	14,158	4,835	4,558	9,393
.....	6,008	5,609	11,617	4,276	3,969	8,245
.....	4,211	3,966	8,177	3,007	2,816	5,823
.....	4,841	4,538	9,379	3,106	2,911	6,017
.....	6,967	6,591	13,558	4,979	4,703	9,682
.....	114,761	113,272	228,033	70,006	68,276	138,282
l .....	4,907	3,946	8,853	3,118	2,929	6,047
and .....	4,008	3,529	7,537	2,723	2,461	5,184
.....	6,476	6,033	12,509	4,271	4,316	8,587
.....	4,025	4,370	9,295	3,710	3,984	7,694
.....	4,212	3,900	8,112	2,970	2,676	5,646
.....	5,715	5,437	11,152	4,052	3,816	7,868
.....	6,535	6,284	12,819	4,677	4,297	8,974
.....	2,211	2,058	4,269	1,491	1,314	2,805
n .....	5,038	4,804	9,842	3,442	3,256	6,698
.....	5,954	5,810	11,764	4,098	3,934	8,032
.....	3,321	3,301	6,622	2,148	2,156	4,301
.....	4,353	4,371	8,724	2,962	2,846	5,808
.....	10,908	10,394	21,302	7,215	6,700	13,915
.....	3,272	3,163	6,435	2,056	1,918	3,974
.....	5,732	5,618	11,350	3,897	3,788	7,685
.....	4,135	4,090	8,231	2,965	2,897	5,862
.....	4,559	4,325	8,884	3,000	2,908	5,908
l .....	10,120	9,910	20,030	7,065	6,848	13,913
.....	1,973	1,634	3,607	1,191	1,039	2,230
on .....	2,962	2,829	5,791	1,834	1,907	3,741
.....	9,516	9,266	18,782	6,483	6,497	12,980
.....	9,008	8,649	17,657	6,166	5,659	11,825
.....	6,169	5,362	11,531	2,767	2,597	5,364
.....	3,780	3,733	7,513	2,692	2,500	5,192
.....	5,532	5,573	11,105	3,914	3,783	7,697
.....	4,382	3,890	8,272	2,887	2,590	5,477
s .....	7,435	7,363	14,798	5,092	5,002	10,094
.....	3,590	3,428	7,018	2,481	2,171	4,652
.....	10,078	10,095	20,173	6,907	6,897	13,804
e .....	6,503	6,089	12,592	4,419	4,233	8,652
.....	2,985	2,870	5,855	2,154	2,206	4,160
.....	9,787	9,865	19,652	6,713	6,890	13,603
.....	5,839	5,872	11,711	3,737	3,734	7,471
.....	17,300	17,441	34,741	11,304	11,821	23,125
.....	3,912	3,606	7,518	2,720	2,452	5,172
.....	7,391	7,031	14,422	5,030	4,899	9,929
on .....	10,239	9,717	19,956	7,037	6,575	13,612
.....	6,585	6,064	12,649	4,434	4,077	8,511
.....	7,811	7,598	15,409	5,588	5,298	10,886
l .....	10,165	9,766	19,931	7,026	6,611	13,637
.....	12,490	12,177	24,667	8,483	7,940	16,423

TABLE XI—Continued.

Counties.	No. of female applicants rejected.....	No. of male applicants rejected.....	Total No. 2d grade certificates issued.	Total No. 1st grade certificates issued.	Total No. of applicants examined.....	No. of female applicants for 2d grade certificates examined.....	No. of female applicants for 1st grade certificates examined.....	No. of male applicants for 1st grade certificates examined.....	No. of male applicants for 2d grade certificates examined.....	No. of male applicants for 1d grade certificates examined.....	No. of examinations held during year.	No. places where examinations have been held.....
McDonough ..	1	28	124	15	248	134	248	8	80	26	9	1
McHenry ..	9	48	441	76	873	328	873	41	253	51	9	1
McLean ..	1	48	62	12	89	37	89	6	40	6	6	1
Menard ..	6	30	146	31	385	240	385	12	114	19	5	3
Mercer ..	5	5	55	2	66	21	66	2	43	1	5	1
Monroe ..	3	30	150	50	221	98	221	23	70	30	1	1
Montgomery ..	1	30	141	12	176	65	176	11	86	14	15	1
Morgan ..	15	15	225	10	170	60	170	4	82	24	15	1
Moultrie ..	2	60	308	21	530	240	530	65	155	70	60	15
Ogle ..	5	92	238	98	727	365	727	70	244	48	92	5
Peoria ..	4	24	39	19	82	42	82	12	19	9	24	4
Perry ..	4	52	143	62	205	87	205	30	56	32	52	1
Piatt ..	1	15	302	30	392	130	392	15	132	15	15	3
Pike ..	3	5	61	3	82	21	82	2	58	1	5	1
Pope ..	2	6	37	6	63	32	63	6	19	11	6	2
Pulaski ..	4	28	43	12	62	39	62	9	9	5	28	2
Putnam ..	2	45	104	20	141	51	141	8	70	12	45	4
Randolph ..	3	30	54	20	93	46	93	8	24	15	30	3
Richland ..	1	8	219	12	219	12	219	12	65	8	1	1
Rock Island ..	1	26	74	6	87	9	87	5	65	8	1	1
Saline ..	1	48	164	57	283	113	283	18	108	48	26	1
Sangamon ..	1	52	100	40	190	90	190	30	40	30	52	1
Schuyler ..	2	36	37	14	67	17	67	5	30	15	36	2
Scott ..	2	12	187	13	282	68	282	20	159	35	12	2
Shelby ..	6	36	122	17	122	17	122	17	35	35	36	6
Stark ..	15	37	209	64	293	99	293	22	124	48	37	15
St. Clair ..	4	24	204	15	284	155	284	10	99	20	24	4
Stephenson ..	4	37	157	32	273	128	273	20	110	17	37	4
Tazewell ..	5	21	117	32	150	48	150	11	70	21	21	5
Union ..	6	52	250	40	496	225	496	47	180	34	52	6
Vermilion ..	1	12	78	11	100	41	100	1	47	11	12	1
Wabash ..	7	29	232	36	348	210	348	19	102	17	29	7
Warren ..	1	52	120	35	170	60	170	10	75	25	52	1
Washington ..	1	42	213	32	268	100	268	2	124	42	42	1
Wayne ..	4	25	81	19	120	34	120	8	60	18	25	4
White ..	2	53	96	48	184	42	184	36	66	40	53	2
Whiteside ..	5	53	339	83	644	350	644	79	162	53	53	5
Will ..	3	12	70	34	111	27	111	14	46	24	12	3
Williamson ..	5	40	195	10	286	209	286	9	62	6	40	5
Winnebago ..	5	12	121	11	289	360	289	11	231	21	12	5
Woodford ..	1	28	40	15	66	1	66	1	202	1	28	1
Total ..	316	2,874	2,278	8,383	1,812	11,909	24,392	2,702	15,673	2,491	4,462	

TABLE IV.—*Showing the number of School Districts, the number of Free Public Schools sustained, etc., by counties.*

Counties.	Whole No. of school districts.	No. of districts having school five months or more.	No. of districts having school less than 5 months.	No. of districts having no schools.	Whole No. of free public schools sustained.	Whole No. of months schools sustained.
Adams	188	186	2		188	1,445
Alexander	25	22			25	151
Bond	74	74			76	501
Boone	72	71	1		72	538
Brown	57	56	1		57	374
Bureau	222	225	4	2	228	1,728
Calhoun	32	32			33	210
Carroll	114	112		2	110	820
Cass	85	74	1	4	76	607
Champaign	243	236	5	2	241	1,752
Christian	138	130			138	981
Clark	103	99	2		101	704
Clay	89	89			98	576
Clinton	65	64		1	67	512
Coles	118	118			119	826
Cook	206	202	3	1	203	7,858
Crawford	98	93		1	94	564
Cumberland	84	83	1		84	519
DeKalb	154	151		3	152	1,127
DeWitt	101	101			101	693
Douglas	90	89	1		90	616
DuPage	94	94			94	751
Edgar	137	134	1	2	133	936
Edwards	43	42		1	50	296
Effingham	70	70			70	467
Fayette	120	119	1		120	753
Ford	91	88		2	88	653
Franklin	56	57	1		59	351
Fulton	209	204		5	210	1,477
Gallatin	48	48			61	358
Greene	84	84			85	679
Grundy	95	90	1	4	91	680
Hamilton	63	61	1		63	337
Hancock	184	182			187	1,326
Hardin	30	29	1	1	29	170
Henderson	74	73	1	1	77	589
Henry	198	192	1		193	1,826
Iroquois	223	219	1	5	232	1,625
Jackson	89	86		4	94	513
Jasper	93	91	1		92	496
Jefferson	109	108	1		109	619
Jersey	68	67	1	1	70	491
JoDavies	121	119	1	1	135	861
Johnson	53	53			53	287
Kane	140	134	2	4	136	1,024
Kankakee	140	144	2		146	1,086
Kendall	78	76		2	76	673
Knox	183	180		3	180	1,422
Lake	125	123	1	1	124	966
LaSalle	298	295	1	2	296	2,792
Lawrence	64	64			64	423
Lee	157	156	1		169	1,171
Livingston	246	245		1	250	1,852
Logan	117	117			123	1,074
Macon	126	126			137	1,039
Macoupin	163	162		1	163	1,113
Madison	125	125			134	1,004
Marion	107	103	3	1	108	638
Marshall	85	84		1	84	618
Mason	91	91			91	685



TABLE IV.—Continued.

Counties.	Whole No. of school districts.	No. of dis- tricts having school five months or more.	No. of dis- tricts hav- ing school less than 5 months	No. of districts having no schools.	Whole No. of free pub- lic schools sustained.	Whole No. of months schools sus- tained.
Massac.....	33	33	.....	.....	37	269
McDonough.....	141	140	1	.....	155	1,068
McHenry.....	152	150	.....	2	150	1,110
McLean.....	258	244	1	2	273	2,069
Menard.....	62	62	.....	.....	62	488
Mercer.....	118	117	1	.....	118	857
Monroe.....	49	47	.....	2	50	408
Montgomery.....	133	129	.....	2	133	989
Morgan.....	103	101	1	2	111	816
Moultrie.....	82	82	.....	.....	86	539
Ogle.....	179	176	1	2	177	1,343
Peoria.....	162	161	1	.....	162	1,257
Perry.....	65	65	.....	.....	65	39
Piatt.....	90	90	.....	.....	93	741
Pike.....	168	164	1	3	165	1,197
Pope.....	56	54	.....	.....	55	292
Pulaski.....	26	23	2	3	21	223
Putnam.....	34	34	.....	.....	34	264
Randolph.....	94	89	.....	5	97	606
Richland.....	89	89	.....	.....	89	556
Rock Island.....	102	102	.....	.....	162	1,269
Saline.....	65	65	.....	.....	66	361
Sangamon.....	182	181	.....	.....	185	1,425
Schuyler.....	95	94	.....	.....	95	613
Scott.....	43	43	.....	.....	43	308
Shelby.....	154	153	.....	1	153	1,023
Stark.....	80	79	.....	1	82	610
St. Clair.....	114	114	.....	.....	114	1,109
Stephenson.....	152	152	.....	.....	152	1,164
Tazewell.....	114	114	.....	.....	118	910
Union.....	72	71	.....	1	71	376
Vermilion.....	204	201	1	2	210	1,423
Wabash.....	50	49	1	.....	59	373
Warren.....	134	133	1	.....	131	1,310
Washington.....	83	83	.....	1	83	536
Wayne.....	120	118	1	1	119	749
White.....	89	87	1	1	89	556
Whiteside.....	141	141	.....	.....	141	1,136
Will.....	209	200	5	2	195	1,526
Williamson.....	84	83	1	.....	84	446
Winnebago.....	130	128	.....	2	128	968
Woodford.....	117	117	.....	.....	120	894
Total,.....	11,581	11,285	64	94	10,808	91,898

TABLE V.—Showing number of pupils enrolled, number of teachers, number of months taught, and the grand total number of days attendance.

Counties.	Average No. of mo's school sustained.	Whole No. of male pupils enrolled.	Whole No. of female pupils enrolled.	Total No. of pupils enrolled.	Whole No. of male teachers.	Whole No. of female teachers.	Total No. of teachers.	Whole No. of months taught by male teachers.	Whole No. of months taught by female teachers.	Total No. of months taught.	Grand total No. of days attendance.
Adams.....	7.97	6,436	5,864	12,300	156	195	351	562	1,291	1,853	827,867
Alexander.....	6.6	1,179	1,200	2,379	19	27	46	107	180	287	278,151
Bond.....	6.6	2,121	1,953	4,074	63	57	120	328	268	596	281,717
Boone.....	7.5	1,716	1,557	3,273	47	129	176	188	465	653	281,577
Brown.....	6.4	1,928	1,776	3,704	46	63	109	186	241	427	244,210
Bureau.....	8.	4,270	4,438	8,808	156	207	423	708	1,135	1,843	694,166
Calhoun.....	7.	990	891	1,881	30	9	39	162	48	210	92,075
Carroll.....	7.37	2,730	2,600	5,330	92	123	215	421	537	958	438,848
Cass.....	7.	1,779	1,636	3,415	51	74	125	122	421	544	278,762
Champaign.....	7.	5,602	5,186	10,788	187	252	439	901	1,218	2,119	955,690
Christian.....	7.06	3,912	3,681	7,593	142	85	227	679	362	1,041	521,647
Clark.....	6.68	2,849	3,085	5,934	94	73	167	445	274	719	369,857
Clay.....	6.	2,290	2,088	4,378	75	67	142	340	246	586	273,349
Clinton.....	7.67	1,642	1,489	3,132	50	29	79	372	193	565	233,280
Coles.....	6.6	3,712	3,590	7,302	115	110	225	569	409	978	558,958
Cook.....	8.15	35,263	34,359	69,622	172	1,048	1,220	1,410	2,109	10,519	9,060,299
Crawford.....	5.89	2,933	2,696	5,629	75	66	141	348	232	580	272,511
Cumberland.....	6.18	2,299	1,929	4,198	85	67	152	314	205	519	238,343
DeKalb.....	7.5	3,496	3,224	6,890	123	188	311	538	895	1,433	665,569
DeWitt.....	6.8	3,573	2,351	4,924	94	92	186	445	406	851	414,524
Douglas.....	7.	3,398	2,077	4,475	72	85	155	340	332	672	320,082
DuPage.....	7.6	2,149	2,219	4,368	51	129	180	254	654	908	518,639
Edgar.....	7.02	3,817	3,482	7,299	124	127	251	565	519	1,084	508,656
Edwards.....	5.8	1,191	1,012	2,203	31	32	63	155	153	308	141,383
Effingham.....	6.35	3,219	2,995	6,214	53	51	104	279	277	556	253,497
Fayette.....	6.14	3,105	2,780	5,885	97	67	164	521	280	801	322,091
Ford.....	7.16	2,991	2,710	5,701	61	100	161	281	436	717	286,837
Franklin.....	5.98	1,779	1,471	3,250	61	21	82	278	69	347	204,761
Fulton.....	7.00	5,591	5,196	10,787	162	243	405	701	1,065	1,766	832,184
Gallatin.....	6.3	1,481	1,319	2,800	49	19	68	277	104	381	205,571
Greene.....	7.2	3,466	3,325	6,791	87	71	158	521	305	826	392,402
Grundy.....	6.88	2,544	2,352	4,896	47	133	180	203	648	851	374,380
Hamilton.....	5.76	1,992	2,031	4,023	67	18	85	269	84	353	204,423
Hancock.....	7.1	5,630	5,232	10,862	163	217	380	715	936	1,651	921,074
Hardin.....	6.	939	751	1,690	29	4	38	153	23	176	59,388
Henderson.....	7.33	1,482	1,363	2,845	64	65	129	295	294	589	252,248
Henry.....	7.8	5,730	5,200	10,930	136	294	430	663	1,253	1,906	914,376
Iroquois.....	7.08	4,688	4,343	9,031	149	296	445	638	1,175	1,812	740,207
Jackson.....	5.44	3,026	2,734	5,760	64	50	114	355	267	622	247,861
Jasper.....	5.13	2,504	2,234	4,738	87	72	159	373	198	571	186,129
Jefferson.....	5.7	3,041	2,791	5,832	96	50	146	441	177	618	308,046
Jersey.....	8.09	1,858	1,708	3,566	58	48	101	307	280	587	364,285
JoDavies.....	7.2	3,861	3,516	7,377	88	153	241	400	730	1,130	607,110
Johnson.....	5.2	1,862	1,538	3,400	53	7	60	267	30	297	178,172
Kane.....	7.5	4,969	4,898	9,867	79	241	320	439	1,493	1,932	1,008,094
Kankakee.....	7.28	3,333	3,195	6,528	91	193	284	384	823	1,207	434,762
Kendall.....	8.07	1,473	1,414	2,887	40	106	146	182	407	689	254,818
Knox.....	7.9	4,886	4,748	9,634	124	281	405	491	1,354	1,845	905,109
Lake.....	7.35	2,950	2,716	5,666	64	150	214	269	724	993	418,723
LaSalle.....	7.4	8,528	8,242	16,770	240	403	643	1,016	1,792	2,808	1,208,495
Lawrence.....	6.4	2,088	1,898	3,986	60	43	103	276	147	423	258,557
Lee.....	7.2	3,900	3,552	7,452	136	174	310	605	786	1,391	685,166
Livingston.....	7.5	5,715	5,346	11,061	188	289	477	833	1,253	2,086	975,705
Logan.....	8.47	3,163	3,171	6,334	108	94	202	666	574	1,240	633,866
Macon.....	7.68	4,251	3,819	8,070	133	115	248	702	610	1,312	729,681
Macoupin.....	6.8	5,118	4,731	9,849	147	125	274	785	650	1,435	724,259
Madison.....	7.55	4,925	4,667	9,592	102	95	197	729	732	1,461	1,025,209
Marion.....	6.	3,001	2,973	5,974	86	102	188	399	465	864	444,905
Marshall.....	7.63	2,278	2,242	4,520	62	105	167	307	525	832	361,563
Mason.....	7.69	2,218	2,122	4,340	62	82	144	405	456	861	377,113

TABLE V—Continued.

Counties.	Average No. of months school sustained...	Whole No. of male pupils enrolled.	Whole No. of female pupils enrolled.	Whole No. of pupils enrolled.	Whole No. of male teachers.	Whole No. of female teachers.	Total No. of teachers.	Whole No. of months taught by male teachers.	Whole No. of months taught by female teachers.	Total No. of months taught.	Grand total No. of days attendance...
Massac.....	5.94	1,503	1,452	2,955	32	18	50	168	520	269	156,667
McDonough.....	7.5	3,671	3,587	7,258	97	168	565	229	861	1,390	551,637
McHenry.....	7.38	3,606	3,316	6,922	96	203	299	441	841	1,282	603,055
McLean.....	7.6	7,875	7,356	15,231	228	239	527	1,038	1,618	2,716	5,070,289
Menard.....	7.4	1,452	1,386	2,838	61	48	109	364	220	584	263,749
Mercer.....	7.40	2,961	2,791	5,752	89	156	245	410	632	1,032	488,282
Monroe.....	6.53	1,678	1,352	3,030	45	16	61	304	104	408	182,649
Montgomery.....	6.9	3,519	3,199	6,718	111	128	239	526	563	1,089	532,335
Morgan.....	7.35	3,578	3,366	6,974	86	84	170	598	611	1,179	628,451
Moultrie.....	6.35	1,849	1,735	3,584	63	61	126	291	248	539	241,880
Ogle.....	7.57	3,994	3,721	7,715	154	207	361	700	982	1,682	830,523
Peoria.....	7.6	5,379	5,279	10,658	123	239	362	578	1,395	1,973	1,093,865
Perry.....	6.15	1,871	1,695	3,566	44	57	101	211	277	488	223,662
Piatt.....	7.64	2,530	2,189	4,719	77	66	173	370	370	740	359,238
Pike.....	7.7	5,163	4,799	9,962	124	186	310	621	601	1,222	605,024
Pope.....	5.32	1,529	1,291	2,820	46	23	66	208	102	310	136,821
Pulaski.....	5.37	828	767	2,595	25	41	48	129	122	251	108,483
Putnam.....	7.67	822	769	1,591	29	48	70	114	194	308	124,795
Randolph.....	6.06	2,972	2,690	5,662	84	74	132	464	232	696	362,803
Richland.....	6.24	2,746	2,545	5,291	70	74	144	351	313	664	383,149
Rock Island.....	7.5	4,052	4,261	8,313	79	296	253	319	950	1,269	851,653
Saline.....	5.58	2,206	1,908	4,204	62	14	76	321	59	380	205,709
Sangamon.....	7.7	5,969	5,141	11,110	159	163	322	874	935	1,809	1,204,810
Schuyler.....	6.84	2,447	2,272	4,719	138	116	178	276	453	729	335,810
Scott.....	7.16	1,450	1,236	2,686	62	28	75	256	129	385	307,906
Shelby.....	6.4	3,678	3,692	7,370	47	77	225	731	372	1,101	526,573
Stark.....	7.7	1,578	1,578	3,156	151	109	159	202	407	609	265,602
St. Clair.....	7.7	6,845	6,025	12,870	50	87	226	1,110	769	1,879	1,243,016
Stephenson.....	7.43	4,467	3,994	8,461	138	184	310	563	918	1,481	785,179
Tazewell.....	7.78	3,690	3,391	7,081	101	127	228	515	655	1,170	654,835
Union.....	5.3	2,312	1,992	4,304	59	39	98	297	206	503	252,972
Vermillion.....	6.86	5,738	5,192	10,930	166	225	391	712	1,075	1,787	814,123
Wabash.....	5.37	1,315	1,196	2,511	50	36	87	235	147	382	165,815
Warren.....	7.7	2,997	2,942	5,939	107	203	310	448	861	1,309	587,786
Washington.....	6.8	2,128	1,892	4,020	71	42	113	400	215	615	297,221
Wayne.....	6.08	3,318	2,975	6,293	116	70	186	542	231	773	362,551
White.....	6.	2,688	2,519	5,207	87	44	131	418	216	634	322,132
Whiteside.....	7.45	4,241	3,985	8,226	111	289	400	561	927	1,488	816,575
Will.....	9.63	6,224	5,783	12,007	128	283	411	569	1,625	2,494	1,051,737
Williamson.....	5.23	2,523	2,136	4,659	68	29	97	324	122	446	258,045
Winnebago.....	7.68	3,451	3,549	7,000	63	221	284	432	1,268	1,600	790,677
Woodford.....	7.7	3,048	2,662	5,710	89	127	216	444	571	1,013	548,100
Totals.....	6.93	258,692	235,797	494,489	9,162	12,831	21,993	45,767	64,442	110,211	93,375,649

VI.—Showing the number of Graded Schools, number of months it in Graded Schools; number of Ungraded Schools, number of months taught in same; number of High Schools and the number of pupils and Teachers in Private Schools.

ties.	No. of graded schools.....	No. of months taught in graded schools.....	No. of ungraded schools.....	No. months taught in ungraded schools.....	No. of public high schools.....	No. of private schools.....	Male pupils in private schools...	Female pupils in private schools...	Total No. of pupils in private schools.	Total No. of teachers in private schools.....
.....	19	581	169	1,272	1	1	37	30	67	1
.....	1	144	22	121	1	4	75	75	150	6
.....	2	14	74	493	..	6	31	158	189	11
.....	4	160	68	493	..	..	..	..	..	..
.....	2	15	55	359	..	8	..	..	..	2
.....	20	232	179	358	1	5	54	55	109	5
.....	..	..	33	209	..	..	..	..	..	..
.....	6	140	104	819	..	..	..	100	100	11
.....	6	40	72	521	2	5	80	90	170	5
.....	17	528	222	1,550	4	4	57	50	107	4
.....	8	79	130	902	..	..	..	..	..	..
.....	3	80	100	639	..	1	21	24	45	1
.....	5	29	91	523	..	..	..	..	..	..
.....	3	56	60	443	..	9	328	280	608	16
.....	8	159	113	782	1	2	89	146	235	3
.....	114	8,806	177	1,713	12	204	15,057	14,875	29,932	712
.....	3	39	94	549	1	2	20	30	50	2
.....	3	27	81	492	..	..	..	..	..	..
.....	11	70	146	1,048	1	3	46	59	105	4
.....	4	171	97	680	1	..	..	..	..	..
.....	6	46	85	658	1	3	25	24	49	3
.....	9	187	51	438	2	13	499	296	795	23
.....	6	181	130	88	1	2	30	45	75	3
.....	3	48	47	260	..	..	..	..	..	..
.....	5	35	68	451	1	..	..	..	..	..
.....	3	78	116	723	..	..	..	..	..	..
.....	2	17	89	639	..	..	..	..	..	..
.....	14	245	196	1,366	2	1	3	4	7	1
.....	1	8	50	338	..	..	..	..	..	..
.....	11	44	32	246	1	2	35	35	70	3
.....	3	205	88	646	1	2	30	70	100	8
.....	17	474	188	1,190	3	6	161	173	334	7
.....	..	..	29	176	..	..	..	..	..	..
.....	1	40	72	549	..	1	12	8	20	2
.....	11	512	182	1,361	..	2	51	37	88	2
.....	9	253	224	1,563	..	1	100	150	250	5
.....	6	60	90	478	..	3	20	35	65	2
.....	..	..	65	389	..	..	..	..	..	..
.....	2	79	107	618	..	..	..	..	..	..
.....	5	59	51	267	1	2	72	73	145	3
.....	25	122	91	615	3	7	408	426	834	19
.....	2	11	39	175	..	2	14	14	28	2
.....	14	992	12	940	3	7	268	323	591	16
.....	2	193	140	1,014	..	1	235	188	423	29
.....	6	147	73	526	..	7	20	25	45	1
.....	10	630	171	1,215	8	8	67	118	185	12
.....	6	107	115	799	..	8	258	322	580	33
.....	88	504	273	1,901	5	15	537	584	121	22
.....	2	12	66	411	..	..	..	..	..	..
.....	9	222	159	1,147	3	2	140	145	285	9
.....	8	326	241	1,759	..	..	..	..	..	..
.....	7	86	116	979	1	5	147	115	262	7
.....	13	145	125	930	..	..	..	..	..	..
.....	15	213	148	1,222	..	8	86	77	163	10
.....	21	633	116	828	1	25	822	887	1,709	46
.....	9	270	97	603	1	3	53	41	74	3
.....	8	50	78	544	2	6	108	118	226	7
.....	3	180	88	681	..	6	..	..	..	..

TABLE VI—Continued.

Counties.	No. of graded schools	No. of months taught in graded schools..	No. of ungraded schools..	No. months taught in ungraded schools..	No. of public high schools..	No. of private schools	Male pupils in private schools	Female pupils in private schools	Total No. of pupils in private schools..	In private schools.
Massac.....	1	64	34	205	.....	2	28	30	56	
McDonough.....	10	103	129	968	1	2	16	11	27	
McHenry.....	7	74	127	981	.....	3	23	30	53	
McLean.....	23	196	242	1,784	5	.....	.....	.....	.....	
Menard.....	4	133	58	429	.....	3	40	50	90	
Mercer.....	7	242	111	791	.....	2	90	80	170	
Monroe.....	2	88	50	320	1	10	159	134	293	
Montgomery.....	6	259	116	827	.....	2	151	210	361	
Morgan.....	5	336	106	768	1	8	10	10	20	
Moultrie.....	1	8	82	531	.....	.....	.....	.....	.....	
Ogle.....	11	435	166	1,247	4	1	28	19	47	
Peoria.....	12	770	150	1,203	.....	10	842	740	1,582	
Perry.....	3	19	62	384	.....	4	78	64	142	
Platt.....	2	88	91	692	.....	.....	.....	.....	.....	
Pike.....	9	74	154	1,109	1	4	61	49	110	
Pope.....	1	8	55	292	.....	.....	.....	.....	.....	
Pulaski.....	7	8	41	220	.....	.....	.....	.....	.....	
Putnam.....	4	60	30	248	.....	.....	.....	.....	.....	
Randolph.....	6	170	86	528	2	18	384	376	760	
Richland.....	3	42	84	497	1	.....	.....	.....	.....	
Rock Island.....	64	475	98	794	.....	.....	.....	.....	.....	
Saline.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Sangamon.....	18	531	167	1,296	1	4	216	376	592	
Schuyler.....	1	108	90	621	1	.....	.....	.....	.....	
Scott.....	3	48	40	285	.....	.....	.....	.....	.....	
Shelby.....	3	36	150	1,012	1	2	37	38	75	
Stark.....	13	114	72	495	.....	.....	.....	.....	.....	
St. Clair.....	20	185	117	900	1	24	819	813	1,632	
Stephenson.....	10	299	159	1,109	2	6	160	144	304	
Tazewell.....	9	74	109	835	3	6	207	167	374	
Union.....	10	136	61	332	.....	.....	.....	.....	.....	
Vermilion.....	4	132	106	703	2	3	165	180	345	
Wabash.....	9	67	50	315	1	.....	.....	.....	.....	
Warren.....	38	321	129	988	.....	.....	.....	.....	.....	
Washington.....	3	44	82	501	1	11	181	167	348	
Wayne.....	3	20	120	725	.....	1	28	3	31	
White.....	2	104	87	547	.....	.....	.....	.....	.....	
Whiteside.....	17	233	127	996	.....	2	57	57	114	
Will.....	14	138	194	1,445	.....	20	751	760	1,511	
Williamson.....	1	6	85	440	.....	1	7	6	13	
Winnebago.....	8	698	120	902	5	4	90	260	350	
Woodford.....	6	143	97	708	2	5	114	114	228	
Totals.....	973	988	10,538	72,539	103	548	24,826	25,193	50,019	1.

: VII.—*Showing condition of district libraries, school lands, and the number and kind of school houses.*

Localities.	No. of school houses built during year.	Whole No. of school houses.	No. of log school houses.	No. of frame school houses.	No. of brick school houses.	No. of stone school houses.	No. of acres of school lands remaining unsold.	No. of acres of school land sold during the year.	Whole No. of volumes in district libraries.	No. volumes bought during the year for district libraries.	No. districts having libraries.
Ar	3	185	10	112	40	23	40	40	940	20	10
	1	31	9	20	2		11		258	6	6
		78		67	6	8	11		389	9	9
	3	72	5	58	16		16		1,365	14	14
		54		45	4		4				
		214	5	198	15	1	15		1,210	150	10
		35		20	14		14		519	13	13
Ign		112		62	14		14		730	54	12
	9	76		212	14		14		64	28	1
n		228		133	9		9		472	4	1
		140	19	73	10		10		210	6	4
	3	101	9	69	15		15		6,069	1	110
	1	88	2	53	11		11			347	
		69		110	81	10	81				
d		123		200	4		4		480	35	12
and		291	12	77	3		3		68	7	3
	3	91		70	6		6		120	34	7
	2	85		154	9		9		959	30	10
	2	97		88	6		6		156	6	8
	2	96		84	10	4	10				
	4	136	4	115	17		17				
	1	46	10	28	8		8				
m		71	7	53	11		11		354	1	5
		115	6	104	5		5			136	
		87		86	1		1				
	3	59	11	48	31	1	31		257	8	
	6	206	4	170	15		15		592	9	
		54	17	36	5		5		221	32	
	2	92		75	1		1		175	30	
n		93		87	14		14		384	122	
	2	61	20	40	2		2		142	3	
		183		160	4		4				
on		30	17	10	17		17		1,479	20	
	3	72		64	4		4		384	2	
	2	208	1	212	2		2	487			
	4	217		57	5		5		40		
	3	86	27	74	6		6		40	59	
	4	93	14	70	8		8		646	17	
l		106	29	52	14		14		2,861	18	
ss		69	6	66	2		2		448		
	3	121	4	19	40		40		483		
		53	32	94	5		5		1,651		
ce		143		135	31		31		696	280	
	3	83		77	20		20		1,689	175	
	1	191		171	12		12				
	4	115		103	13		13		568	6	
e		305	12	292	5		5		672	137	
	1	66		49	9	3	9		135		
on		164		152	4		4		630	54	
	3	250		246	7		7		295		
n		120		113	18		18		1,884		
	4	130		120	14		14				
	1	164		150	42		42		18		
	2	131		89	9		9		163		
		106	13	83	5		5		88		
	2	36		68	1		1		96		
	2	36		68	1		1		96		

TABLE VII—Continued.

Counties.	No. of school houses built during year.	Whole No. of school houses	No. of log school houses	No. of frame school houses	No. of brick school houses	No. of stone school houses	No. of acres of school lands remaining unsold	No. of acres of school land sold during the year	Whole No. of volumes in district libraries	No. volumes bought during the year for district libraries	No. districts having libraries
McDonough	2	148	35	11	2	15	880	15	40	3	3
McHenry	8	149	115	30	4	15	880	15	690	18	18
McLean	8	275	256	19	4	15	880	15	204	7	7
Menard	2	62	38	23	1	16	480	480	197	4	4
Mercer	2	117	112	4	1	16	480	480	668	19	19
Monroe	5	50	15	16	3	16	480	480	46	2	2
Montgomery	5	130	113	17	3	17	480	480	136	5	5
Morgan	9	112	97	15	3	17	480	480	21	1	1
Moultrie	1	82	79	3	3	17	480	480	1,965	27	27
Ogle	2	178	146	17	13	17	480	480	1,585	20	20
Peoria	5	162	118	36	8	36	480	480	218	4	4
Perry	5	65	55	4	6	4	480	480	218	23	23
Piatt	5	92	86	6	31	6	480	480	218	4	4
Pike	2	156	113	9	1	113	480	480	218	4	4
Pope	2	56	22	33	1	22	480	480	218	4	4
Pulaski	2	38	26	12	1	26	480	480	218	4	4
Putnam	2	34	33	1	1	33	480	480	218	4	4
Randolph	2	100	56	15	1	56	480	480	218	4	4
Richland	2	83	72	6	1	72	480	480	218	4	4
Rock Island	2	110	94	8	3	94	480	480	218	4	4
Saline	2	66	35	38	3	35	480	480	218	4	4
Sangamon	2	182	149	33	33	149	480	480	218	4	4
Schuyler	2	85	74	2	1	74	480	480	218	4	4
Scott	2	44	28	9	1	28	480	480	218	4	4
Shelby	5	156	132	15	15	132	480	480	218	4	4
Stark	3	72	68	4	4	68	480	480	218	4	4
St. Clair	1	135	45	2	1	45	480	480	218	4	4
Stephenson	2	150	92	29	29	92	480	480	218	4	4
Tazewell	3	118	110	8	8	110	480	480	218	4	4
Union	3	72	56	14	2	56	480	480	218	4	4
Vermilion	8	204	185	1	18	185	480	480	218	4	4
Wabash	3	52	44	4	4	44	480	480	218	4	4
Warren	3	139	135	1	4	135	480	480	218	4	4
Washington	3	82	72	1	9	72	480	480	218	4	4
Wayne	6	113	82	29	2	82	480	480	218	4	4
White	3	90	65	19	6	65	480	480	218	4	4
Whiteside	3	146	133	12	1	133	480	480	218	4	4
Will	2	208	193	2	13	193	480	480	218	4	4
Williamson	2	84	35	49	2	35	480	480	218	4	4
Winnebago	2	120	88	10	22	88	480	480	218	4	4
Woodford	1	120	113	1	10	113	480	480	218	4	4
Totals	211	11,743	594	9,673	1,239	237	9,604	1,126	48,189	2,902	882

XVI—*Townships, whole and fractional, organized and unorganized.*

Counties.	No. whole townships organized.	No. whole townships unorganized.	Total No. of whole townships.	No. fractional townships organized.	No. fractional townships unorganized.	Total No. fractional townships.
Adams	21		21	7	3	3
Albany	3		3	7		7
Alfonso	9		9		5	5
Albany	6		6	2		2
Albany	7		7	3		3
Albany	24		24	1		1
Albany	11		11	9	2	9
Albany	10		10	4	2	6
Albany	7		7	8		8
Albany	24		24	12		12
Albany	18		18	6		6
Albany	12		12	7		7
Albany	11		11	5		5
Albany	12		12	3		3
Albany	8		8	13		13
Albany	25		25	7		7
Albany	9		9	9		9
Albany	14	1	15	6	1	7
Albany	18		18			
Albany	11		11	3		3
Albany	8		8			
Albany	9		9	1		1
Albany	7		7	19		19
Albany	10		10	5		5
Albany	12		12	3		3
Albany	18		18	4		4
Albany	12		12	4		4
Albany	11		11	1		1
Albany	26		26	2		2
Albany	8		8	3		3
Albany	12		12	5	4	9
Albany	12		12			
Albany	9		9	6		6
Albany	16		16	8		8
Albany	2		2	7		7
Albany	8		8	5	1	6
Albany	20		20	4		4
Albany	30		30	4		4
Albany	14		14	5	4	9
Albany	10		10	11		11
Albany	16		16			
Albany	10		10	3		3
Albany	8		8	16		16
Albany	9		9			
Albany	15		15			
Albany	16		16	6		6
Albany	9		9			
Albany	20		20			
Albany	15		15	4		4
Albany	32		32			
Albany	7		7	8		8
Albany	19		19	3		3
Albany	27		27	3		3
Albany	13		13	9		9
Albany	12		12	9		9
Albany	24		24			
Albany	16		16	8		8
Albany	16		16			
Albany	8		8			
Albany	14		14	4		4
Albany	2		2	8		8
Albany	17		17			
Albany	12		12	1	3	



TABLE XVI—Continued.

Counties.	No. whole townships organized.	No. whole townships unorganized.	Total No. of whole townships.	No. fractional townships organized.	No. fractional townships unorganized.	Total No. fractional townships.
McLean .....	28		28	4		4
Menard .....	2		2	12		12
Mercer .....	14		14	1	2	3
Monroe .....	5		5	9		9
Montgomery .....	16		16	6		6
Morgan .....	13		13	6		6
Moultrie .....	8		8	3		3
Ogle .....	18		18	7		7
Peoria .....	13		13	7		7
Perry .....	12		12			
Platt .....	9		9	7		7
Pike .....	16		16	10		10
Pope .....	7		7	7		7
Pulaski .....	1		1	7		7
Putnam .....	2		2	6		6
Randolph .....	11		11	10		10
Richland .....	6		6	13		13
Rock Island .....	7		7	17		17
Saline .....	9		9	3		3
Sangamon .....	17		17	17		17
Schuyler .....	9		9	6		6
Scott .....	5		5	4		4
Shelby .....	16		16	11		11
Stark .....	8		8			
St Clair .....	11		11	10		10
Stephenson .....	18		18	8		8
Tazewell .....	11		11	11		11
Union .....	9		9	4		4
Vermilion .....	22		22	7		7
Wabash .....	2		2	10	1	11
Warren .....	15		15			
Washington .....	15		15	3		3
Wayne .....	25		25			
White .....	9		9	11		11
Whiteside .....	16		16	6		6
Will .....	23		23	2		2
Williamson .....	12		12	1		1
Winnebago .....	5		5	11		11
Woodford .....	16		16	2		2
Totals .....	1,326	1	1,327	549	28	577

VII.--*Showing the number of School Pupils teaching in the State.*

Counties.	No. of teachers in the county grad- uates of the State Normal University.	No. of teachers in the county wh have attended either Normal School less than three years.....	No. of pupils in the State Normal Uni- versity from coun- ty.....
.....		1	5
.....		2	1
.....	5	15	10
.....	1	2	4
.....			
.....		5	
.....			11
.....	2	15	6
.....	2	10	2
.....	2		3
.....		3	
.....		12	
.....		2	
.....	2	6	4
.....			
.....	4	3	3
.....	2		
.....		8	4
.....		2	
.....	10	5	2
.....	3	25	2
.....			
.....		12	2
.....	13	17	4
.....		3	3
.....		3	1
.....	2	4	1
.....		4	
.....	2	15	8
.....	3	7	4
.....			2
.....	14	25	10
.....		20	8
.....			
.....	2	15	8
.....		15	2
.....	5		3
.....			
.....			
.....	1	10	3
.....			
.....	5	25	12
.....	3	3	
.....			
.....	7	33	19
.....	3	8	7
.....	15	8	8

TABLE XVII—Continued.

Counties.	No. of teachers in the county graduate of the State Normal University.	No. of teachers in the county who have attended either Normal School less than three years	No. of pupils in the State Normal University from county.
Madison .....			12
Marion .....			
Marshall .....			
Mason .....		10	3
Massac .....	10	1	
McDonough .....			
McHenry .....	14	4	
McLean .....			
Menard .....			
Mercer .....	2	6	
Monroe .....		4	
Montgomery .....	3	7	
Morgan .....			
Moultrie .....	2		
Ogle .....	3	15	
Peoria .....	5	8	
Perry .....		10	1
Piatt .....			
Pike .....			
Pope .....			
Pulaski .....			
Putnam .....	2	10	2
Randolph .....	2	5	
Richland .....	2	10	
Rock Island .....			
Saline .....			
Sangamon .....	2	12	3
Schuyler .....			
Scott .....			
Shelby .....			4
Stark .....	2	6	
St. Clair .....	2	8	3
Stephenson .....			
Tazewell .....	5	28	
Union .....			
Vermilion .....	5	9	3
Wabash .....			1
Warren .....		3	5
Washington .....			4
Wayne .....	6	7	
White .....			3
Whiteside .....	6	4	4
Will .....			20
Williamson .....		24	9
Winnebago .....			
Woodford .....	3	19	20
Total .....	182	554	270

*X—Showing amount of money borrowed for building purposes  
—Amount of tax levy for support of schools, repairs, etc.*

es.	Amount borrowed for building purposes.	Amount of district tax levy for support of schools.	Amount of district tax levy for building and repairs, furniture and apparatus.	Total amount of district tax levy.
.....	\$995 00	\$91,648 20	\$4,725 75	\$96,373 95
r.....	500 00	23,648 88	1,085 00	24,743 88
.....	1,279 75	23,078 81	1,270 00	24,348 81
.....	454 86	24,191 42	903 79	24,085 21
.....	7,170 00	18,773 50	1,130 00	19,903 50
.....	.....	88,301 11	4,378 14	92,679 25
.....	.....	7,622 00	.....	7,622 00
.....	730 00	38,619 95	3,325 00	41,944 95
.....	3,700 00	27,221 02	4,080 37	31,901 39
m.....	7,810 00	101,759 22	8,190 00	109,949 22
.....	3,800 00	69,094 84	2,565 95	71,660 79
.....	820 00	24,835 00	1,375 00	26,210 00
.....	200 00	18,328 44	5,631 00	23,957 44
.....	800 00	23,514 07	220 00	23,734 07
.....	.....	49,361 02	7,350 00	56,711 02
.....	237,664 00	722,610 41	84,055 00	906,669 41
.....	750 00	21,149 90	2,977 00	24,126 90
nd.....	.....	16,399 00	2,644 00	19,043 00
.....	4,270 00	63,422 33	5,725 30	68,147 63
.....	6,142 33	45,290 94	3,250 00	48,540 94
.....	15,000 00	32,820 28	2,243 11	35,063 39
.....	17,200 00	34,680 75	9,900 00	44,580 75
.....	2,400 00	49,171 94	4,061 00	53,232 94
.....	.....	8,998 64	225 00	9,223 64
l.....	4,422 00	23,185 00	400 00	23,585 00
.....	1,700 00	30,062 24	1,225 00	31,317 24
.....	200 00	28,942 70	3,675 00	32,617 70
.....	.....	13,004 98	2,235 41	15,240 39
.....	3,170 00	64,839 66	4,720 00	69,559 66
.....	400 00	14,245 09	406 23	14,651 32
.....	35,750 00	45,087 03	15,977 25	61,064 28
.....	4,300 00	41,930 10	3,878 00	45,808 10
.....	350 00	7,894 62	4,887 13	12,781 75
.....	500 00	74,636 73	3,156 32	77,793 05
.....	2,500 00	6,187 04	850 87	7,037 91
n.....	2,128 15	30,522 83	960 00	31,482 83
.....	500 00	80,090 51	1,495 00	81,585 51
.....	5,733 00	69,965 75	10,486 04	80,451 79
.....	200 00	30,953 58	2,945 00	33,898 58
.....	50 00	14,033 89	4,804 67	18,838 56
.....	.....	16,384 74	170 00	16,554 74
.....	150 00	35,998 93	2,200 00	38,198 93
s.....	1,020 65	39,141 41	2,950 00	42,091 41
.....	.....	8,027 62	250 00	8,277 62
.....	2,000 00	104,583 10	8,680 00	113,263 10
s.....	834 00	52,597 05	2,429 13	55,026 18
.....	.....	21,862 47	2,700 00	24,562 47
.....	1,050 00	92,154 54	10,055 00	102,209 54
.....	5,200 00	31,639 55	4,420 88	36,060 43
.....	6,954 00	137,307 96	15,091 85	152,399 81
.....	553 35	15,540 25	3,025 00	18,574 25
.....	21,650 00	68,497 23	2,882 50	71,037 73
n.....	1,560 00	70,205 78	5,865 48	76,071 26
.....	35,633 00	71,349 55	4,927 24	76,276 79
.....	4,700 00	71,184 06	2,632 50	73,816 56
.....	1,950 00	64,216 54	5,080 00	69,296 54
.....	3,200 00	87,848 76	5,575 00	93,423 76
.....	.....	32,916 46	1,196 51	34,112 97
.....	2,125 00	38,080 51	2,413 00	40,493 51
.....	17,340 00	54,138 43	3,280 00	57,428 43
.....	200 00	10,778 21	.....	10,778 21

TABLE X—Continued.

Counties.	Amount borrowed for building purposes.	Amount of district tax levy for support of schools.	Amount of district tax levy for building and repairs, furniture and apparatus.	Total amount of district tax levy.
McDonough .....	\$15,820 00	\$61,170 08	\$4,625 00	\$65,795 08
McHenry .....		44,347 08	1,598 00	45,945 08
McLean .....	9,848 00	137,835 50	21,075 00	158,910 50
Memard .....	4,800 00	34,775 56	4,440 53	39,216 09
Mercer .....		42,855 18	1,700 00	44,555 18
Monroe .....	200 00	18,842 14	2,300 40	21,202 54
Montgomery .....	9,702 00	48,134 32	500 00	48,634 32
Morgan .....	25,900 00	51,909 07	3,713 35	55,622 42
Moultrie .....	3,882 50	26,198 10	1,675 00	27,871 10
Ogle .....	28,600 00	80,888 61	2,825 00	83,713 61
Peoria .....	12,537 00	102,829 33	5,867 00	108,696 33
Perry .....	225 00	20,749 80	406 00	21,154 80
Platt .....	1,458 00	38,160 89	1,025 00	42,185 89
Pike .....	3,577 40	54,128 06	7,547 00	61,675 06
Pope .....	500 00	11,621 85	451 28	12,073 13
Pulaski .....		13,380 00	1,090 00	14,470 00
Putnam .....		13,615 25	288 00	13,903 25
Randolph .....	500 00	32,484 60	7,172 00	39,656 60
Richland .....		15,245 10	500 00	15,745 10
Rock Island .....	1,325 00	73,401 60	550 00	73,951 60
Saline .....	49 00	15,025 00	743 37	15,798 37
Sangamon .....		88,931 95	887 22	89,818 17
Schuyler .....	2,000 00	25,734 71	452 96	26,187 66
Scott .....	50 00	20,104 82	5,408 01	25,512 83
Shelby .....	37,725 40	53,844 68	1,330 00	55,174 68
Stark .....	1,580 39	37,325 34	950 00	38,275 34
St. Clair .....	1,900 00	147,275 11	3,664 48	150,939 59
Stephenson .....	15,100 00	56,220 13	8,285 00	64,485 13
Tazewell .....	1,636 70	71,125 14	4,755 91	75,881 05
Union .....	585 50	23,719 82		23,719 82
Vermilion .....	29,520 00	80,457 21	11,617 51	92,074 72
Wabash .....		10,204 08		10,204 08
Warren .....	1,086 00	60,032 91	545 00	60,577 91
Washington .....	30,480 00	28,513 28	4,697 19	33,210 47
Wayne .....	1,100 00	24,085 50	1,639 00	26,024 50
White .....	3,207 75	26,444 43	2,585 00	29,029 43
Whiteside .....	1,700 00	73,961 21	9,519 67	83,480 88
Will .....	10,800 00	87,384 53	7,520 66	94,905 19
Williamson .....		13,868 72	1,204 94	15,073 66
Winnebago .....	1,559 47	42,072 19	725 00	42,787 19
Woodford .....	2,175 00	45,957 35	4,560 00	50,507 35
Totals .....	\$741,759 22	\$5,277,672 35	\$454,022 89	\$5,731,695 24

TABLE XIX—Showing the number of children between twelve and twenty-one years of age unable to read and write.

Counties.	Males.	Females.	Total.
Adams	10	8	18
Andover	90	76	166
Barre	11	6	17
Barnstable	1	1	2
Berkshire	14	13	27
Bristol	6	3	9
Buckingham	17	8	25
Butler	4		4
Cambridge	9	6	15
Chargratt			
Chatham	13	14	27
Cheshire	26	19	35
Columbia	37	48	85
Concord	18	25	45
Cornwall	18	3	21
Cotuit	197	149	346
Dorchester	27	19	46
Dorset	28	14	42
Duxbury	2		2
Essex	30	22	52
Falmouth	14	4	18
Fitchburg	18	33	51
Franklin	34	11	45
Grafton	9	7	16
Hampden	4	2	6
Hampshire	17	23	40
Haverhill	5		5
Helen	62	75	137
Hingham	37	29	66
Holyoke	142	103	245
Hyannis	22	13	25
Isis	15	4	19
Leicester	142	116	258
Lenox	11	5	16
Lynn	20	10	30
Malden	8	4	12
Mattapoisett			
Middlebury	26	19	45
Middlesex	44	32	76
Milford	34	27	61
Monroe			
Nantucket	17	12	29
Norfolk	13	15	28
Norhampton	36	24	60
Norwich	7	4	11
Northampton			
Northfield	2	3	5
Northhampton	20	25	45
Northwell	29	34	63
Northwich	68	33	101
Northwell	17	7	24
Northwell			
Northwell	12	4	16
Northwell	5	9	14
Northwell	8	8	16
Northwell	12	10	22
Northwell	38	36	74
Northwell	26	28	54
Northwell	15		15
Northwell			
Northwell	52	29	81
Northwell	10	11	21
Northwell			
Northwell	54	42	96
Northwell	4	3	7

TABLE XIX—Continued.

Counties.	Males.	Females.	Total
Mercer.....	1	6	
Monroe.....	21	14	
Montgomery.....	28	23	
Morgan.....	8	2	
Moultrie.....	2	6	
Ogle.....	6	2	
Peoria.....	20	7	
Perry.....	26	12	
Platt.....	6	6	
Pike.....	13	3	
Pope.....	86	67	
Pulaski.....	20	27	
Putnam.....	5	1	
Randolph.....	39	18	
Richland.....	14	19	
Rock Island.....	2	5	
Saline.....	67	52	
Sangamon.....	40	16	
Schuyler.....	22	21	
Scott.....	7	6	
Shelby.....	51	56	
Stark.....			
St. Clair.....	34	48	
Stephenson.....	3	1	
Tazewell.....	9	3	
Union.....	85	74	
Vermillion.....	33	37	
Wabash.....	10	5	
Warren.....	5	2	
Washington.....	24	16	
Wayne.....	55	58	
White.....	97	54	
Whiteside.....	8	3	
Will.....	20	19	
Williamson.....	140	119	
Winnebago.....			
Woodford.....	3	1	
Totals.....	2,701	2,109	

TABLE XII.—*Visitation by Counties.*

Counties.	No. of different schools visited during year.	No. schools visited more than once during year.	No. of schools not visited at all.	Average No. of hours spent at each school.
	158	10	25	2.5
	18	3	7	2.5
	56	5	16	
	23	3	33	3.
	38			2.2
	85	10	25	2.
	76	24		2.
	205	40	13	2.5
	195	20		6.
	58	7	52	3.
				5.
	40	2		3.
	4		87	2.
d	93	8	61	2.5
	58	9	22	2.5
	58		89	3.25
	26	10	24	2.25
	73	20		2.5
	81	14	34	4
	2			
	52			4.
	60	2	90	
	52	2	28	2.
	84	4	11	6.
			100	2.5
	78	50	29	
				2.5
	20	20		6.
	71	28		2.5
	77	19	42	5.
			53	
	56		90	2.5
	4			
	140		41	3.
	33	4	88	3.4
	200	25	160	2.
	100		62	
	213	5	27	2.5
	160	7		3.
	131	12	200	
	70	20	8	3.
	16		91	2.
	84	20	10	2.81
			35	3.
b				



TABLE XII--Continued.

Counties.	No. of different schools visited during year.	No schools visited more than once during year.	No. of schools not visited at all.	Average No. of hours spent at each school.
McHenry .....	8		144	5.
McLean .....	50	4		
Menard .....				
Mercer .....	89		29	3.
Monroe .....	59	57		2.5
Montgomery .....	6	1	123	3.
Morgan .....	70	9	30	2.5
Moultrie .....			82	
Ogle .....	135			3.
Peoria .....	152	25	5	3.
Perry .....	4		61	3.
Piatt .....	30		63	
Pike .....				
Pope .....				
Pulaski .....	11	2	36	2.
Putnam .....	34	25		3.
Randolph .....	28	3	69	4.
Richland .....	57	5	31	3.
Rock Island .....				
Saline .....	69	4	4	
Sangamon .....	126	12	56	3.
Schuyler .....				
Scott .....			43	
Shelby .....				
Stark .....	60		20	2.
St. Clair .....				
Stephenson .....	130	20	20	4.5
Tazewell .....	83	4	33	2.75
Union .....				
Vermilion .....	14	5	196	3.
Wabash .....	25	4	31	3.
Warren .....	128		32	3.
Washington .....				
Wayne .....			123	
White .....				
Whiteside .....			144	
Will .....	175	4	35	2.5
Williamson .....				
Winnebago .....	136	60		2.5
Woodford .....	18		152	3.
Total .....	4,685	649	2,227	6.66

BLE XIII—*Official service by County Superintendents.*

No of days spent in school visitation during the year.	No days spent in examinations.	No. days spent in institute work.	No days spent in office work.	No. of days spent in other official work.	Whole No. of days official service rendered.	No. of public addresses delivered.
94	65	20	45	6	230	10
39	30	10	40		119	
48	25		24		97	
20	50		75		145	
26	52	5	17		100	
17	52	6	93		168	
45	30	25	50		150	10
41	48		120	4	213	
170	32	30	60	5	297	4
215	12	7	30	15	279	
44	10		24	26	104	
	20	25	52		93	
14		10				3
	58	18	78½	3	157	8
50	18	12	200	1	281	12
4	18	6	4	10	42	4
			31½		49	
59	83	24	24	10	200	3
	48	42	20	10	120	
	40	15	45		100	
39	42	8	24	5	118	
58	54	20	92		224	
26	12	8	11	4½	61	4
85	52	12	20		169	15
74	74	5	23		176	
	44		16	2	62	
2	25		10		35	1
	60		25	15	100	
80	10	5	52	5	152	16
	25		53		70	
36	30	22	8	4	100	2
53	7	4	45		109	18
40	80	30	150		300	
6		30		4	40	
85	32	13	36	10	176	
	109	52	70	10	241	
	6	20	75	3	94	3
	50		50		100	
40	12		100	30	182	9
29	3	8	20		60	10
109	52	10	20	10	201	
96	35	11	38	3	183	2
	14	4	11	1	30	3
	42	15	21	11	89	
28	21	20	83		152	
2	26		12	10	50	
70	42	16	110	15½	253½	7
	19	46	32	21	92	
140	50	10	60	20	280	2
	36		30	1	80	
50	75		20	5	150	1
106	24	12	88		230	
158	48	29	46	10	291	43
	45	5	40		90	
	60	30	30		120	
120	60	6	39		225	
70	25	20	15		130	
8	14	10	39		71	
100	67	15	50	60	292	2
	8		52	20	80	
		8	26	22	56	
18	30		15	10	73	3
25	48	31	155	54	313	28

TABLE XIII—Continued.

Counties.	No. of days spent in school visi- tation dur- ing the year.	No. days spent in examina- tions	No. days spent in institute work.	No. days spent in office work.	No. of days spent in other offi- cial work.	Whole No. of days offi- cial ser- vice ren- dered.	No. of public addresses delivered.
Menard .....		75		35	6	116	
Mercer .....	61	30		70		161	
Monroe .....	100	10	20	13	2	145	
Montgomery .....	6	30	30	80	30	236	
Morgan .....	55	52	34	92	67	300	
Moultrie .....			28			28	
Ogle .....	73	60	40	124	8	305	10
Peoria .....	102	80	41	60	12	295	15
Perry .....		28	20	35	13	96	
Platt .....							
Pike .....				175		175	
Pope .....				52	32	119	1
Pulaski .....	11	30	10	52	50	143	
Putnam .....	43	28	7	10		88	3
Randolph .....	34	45	12	52	12	155	
Richland .....	48	31	6	23	17	125	5
Rock Island .....				100		100	
Saline .....	69	30	12	10	29	150	75
Sangamon .....	100	55	30	100	15	300	5
Schuyler .....		40	7	26	2	69	
Scott .....		36		44	10	90	
Shelby .....		90	25	50		165	
Stark .....	60	36	8	86	10	200	
St. Clair .....		43		69		112	
Stephenson .....	120	55	5	5		185	
Tazewell .....	43	23	14	57	10	147	
Union .....				60		60	
Vermilion .....	7	52	25	30	7	121	
Wabash .....	25	20		12	6	63	
Warren .....	71	29	7	146		253	
Washington .....		52	40	52	23	167	
Wayne .....		52		52		104	
White .....							
Whiteside .....	53	53	40	83		179	1
Will .....	100	125	15	40	30	310	6
Williamson .....		22		49		71	
Winnebago .....	120	40	10	20	10	200	3
Woodford .....	20	25	28	9		92	4
Totals .....	3,971	3,654	1,300	4,910	870	14,705	341

TABLE XIV—*Compensation of County Superintendents.*

No.	Amount received as per diem for services rendered	Amount received as commission on money distributed to townships	Amount received as commissions on money loaned.	Amount received as commissions on sale of school lands	Amount received from all other sources	Total compensation received during the year.
	\$800 00	\$480 00				\$1,280 00
	400 00	68 48				468 48
	380 00	134 47	\$40 17			554 64
	298 71	103 29				400 00
	400 00	109 22				509 22
	672 00	282 10				954 10
	200 00	60 00				260 00
	600 00	153 06	7 50			760 56
	876 12	94 06	88 53			1,058 71
	721 83	278 17			\$200 00	1,200 00
	1,116 00	171 00				1,287 00
	416 00	164 00				580 00
	200 00	147 00	11 07			358 07
	1,040 00	144 19				1,184 19
	548 00	221 60				769 60
	300 00	2,597 58			402 42	3,300 00
	188 00	133 78				301 78
d	198 00	112 00				310 00
	800 00	185 60			75 00	1,060 60
	200 00	148 20			100 00	448 20
	400 00	118 00				518 00
	400 00	132 00				532 00
	898 00	189 38				1,085 38
	200 00	71 93				271 93
	776 00	137 35				913 35
	696 00	172 00				868 00
	200 00	77 85	5 40			283 25
	140 00	125 00				265 00
	400 00	328 60				728 60
	528 00	104 00				632 00
	280 00	177 61	94 11			551 72
	400 00	123 00				523 00
	284 00	130 37				414 37
	1,200 00	314 58				1,514 58
	100 00	48 20	11 95			160 15
	704 00	101 54			15 20	820 83
	400 00	282 50				682 50
	376 00	227 00	400 00			1,003 00
	200 00	173 00				373 00
	320 00	118 27	26 81			465 08
	240 00	169 52	5 50			415 02
	800 00	133 84				933 84
	732 00	250 95	17 00			999 95
	120 00	110 00				230 00
	356 00	305 25				661 25
	500 00	213 85	2 04			715 89
	204 00	96 00				300 00
	928 00	321 61				1,247 61
	398 00	156 66				552 66
	800 00	525 00	14 00	\$20 00		1,359 00
	320 00	126 36	9 54			455 90
	600 00	225 70				825 70
	800 00	268 32				1,068 32
	1,164 00	219 90				1,383 90
	280 00	267 47	46 74			594 21
	4 00	297 25			208 00	509 25
	900 00	371 25				1,271 25
	520 00	185 00				705 00
	292 00	146 17			20 00	458 17
	740 00	137 00				877 00
	240 00	84 20				324 20
h		229 00			260 00	489 00
	282 00	186 00				478 00
	1,252 00	450 75				1,702 75

TABLE II—Continued.

Counties.	Amount paid to male teachers.	Amount paid to female teachers.	Whole am't paid to teachers.	Paid for new school houses.	Amount paid for school sites and grounds.
Mercer .....	\$20,101 65	\$20,853 27	\$40,954 92	\$1,284 00	\$100 00
Monroe .....	15,757 84	5,285 21	21,043 05	493 00	75 00
Montgomery .....	23,539 86	19,380 35	42,930 21	1,899 34	140 00
Morgan .....	34,443 55	29,310 05	63,753 60	2,359 90	.....
Moultrie .....	13,022 31	8,638 53	21,660 84	375 00	345 00
Ogle .....	29,929 41	34,883 33	64,822 74	3,767 18	175 00
Peoria .....	31,877 07	56,069 33	87,776 40	14,141 27	400 00
Perry .....	8,869 19	9,446 19	18,315 38	.....	.....
Piatt .....	17,959 00	12,730 65	30,689 65	2,701 49	669 18
Pike .....	32,111 92	19,249 84	51,361 76	4,032 47	150 00
Pope .....	8,068 50	4,004 68	12,063 43	733 32	.....
Pulaski .....	5,274 84	4,420 86	9,695 70	.....	.....
Putnam .....	5,303 37	6,814 70	12,118 07	.....	.....
Randolph .....	21,535 96	9,266 00	30,801 96	602 00	165 00
Richland .....	11,959 45	9,053 56	21,013 01	400 00	21 00
Rock Island .....	*21,331 87	41,681 89	63,013 76	14,420 21	300 00
Saline .....	12,429 27	1,711 53	14,140 80	377 40	.....
Sangamon .....	50,997 46	42,554 57	93,552 03	73 00	96 00
Schuyler .....	12,078 75	11,281 31	23,360 06	1,356 99	25 00
Scott .....	12,903 03	4,183 19	17,086 22	1,825 24	.....
Shelby .....	32,011 78	10,866 85	42,878 63	2,111 28	90 00
Stark .....	11,560 41	14,997 81	26,557 22	758 37	136 00
St. Clair .....	69,713 57	31,801 25	101,514 82	15,893 00	2,075 00
Stephens .....	21,756 14	15,806 52	37,562 66	1,541 70	95 00
Tazewell .....	31,583 34	24,759 69	56,363 03	3,395 92	1,471 00
Union .....	12,771 62	5,223 76	17,995 38	606 90	.....
Vermilion .....	32,739 55	35,263 63	68,003 18	15,957 43	85 00
Wabash .....	7,794 64	3,651 30	11,445 94	334 97	.....
Warren .....	21,074 10	26,369 56	47,443 66	601 41	45 25
Washington .....	16,347 63	7,418 55	23,766 18	3,796 73	285 80
Wayne .....	15,707 26	6,533 53	22,240 79	3,267 49	192 17
White .....	19,179 31	6,519 83	25,699 14	1,592 70	.....
Whiteside .....	32,959 44	35,554 91	68,514 35	2,632 25	26 25
Will .....	27,549 06	55,555 10	83,104 16	1,445 31	287 01
Williamson .....	12,317 29	5,253 01	17,600 30	1,679 71	168 55
Winnebago .....	11,950 07	23,119 33	35,069 40	1,066 00	50 00
Woodford .....	18,857 61	24,807 24	43,664 85	3,560 34	505 65
Totals .....	\$2,268,819 84	\$2,501,816 76	\$4,770,636 60	\$289,749 82	\$28,142 80

TABLE XV.—*Teachers' Institutes.*

Counties.	No. teachers' Institutes held by county superintendent.....	No. days continuance	No. institutes held by other persons . . . .	No. days continuance	No. teachers in attendance.....	No. public lectures..	No. teachers' meetings held in county (district or township).....	Amount appropriated by county for institutes .....
Anderson.....	1	30	1	60	134	10	10	
Barber.....	1	10			12			
Bartlesville.....	1	5			230	5	6	
Bethany.....	1	5			40	1	3	
Buckhorn.....	5	6			280	3		
Butler.....	10	25				10	9	
Cherokee.....	8	8			60			
Craig.....	11	31	25	25	220			
Crawford.....	2	10			150			
Delaware.....	1	20	1	19	49		10	
Dodd.....	2	10			65	4	13	
Douglas.....	10	18	2	50	120	6	16	
Edmond.....	5	10			60	15		
Elberton.....	10	10						
Ellis.....	1	3	2	125	88	4	4	
Emery.....	4	24			115			
Franklin.....	1	24			50		13	
Garfield.....	1	15			81		4	
Grant.....	1	8				1	12	
Greene.....			4	96	208	7	9	
Harmon.....	1	3			25	1		
Haskell.....	15	19			112	15		
Holston.....	1	5			60		8	
Idaho.....								
Jefferson.....	1	5			40	16	10	\$20 00
Johnson.....	2	22			100	1		68 00
Kearney.....	3	9	30	30		18		
Kimberly.....	2	30			60			
Lincoln.....	4	13	1	20	50	2		20 00
Logan.....	21	52			312			
Madison.....	1	20			45	4	8	
Marion.....								
May.....	1	3			50	3		
McPherson.....	1	11			128	2	13	75 00
Murray.....	1	4			40			
Noble.....	1	15			220	1		
Nowata.....	2	19			125		2	
Okfuskee.....	9	47	2	20	350	10		
Ottawa.....	10	10				2	30	
Pawnee.....	1	24			60			92 55
Perkins.....	1	20			268			
Pottawatomie.....	5	29			135	8		
Prichard.....	13	25			80	3		
Putnam.....	1	30			65			
Rockwell.....	1	20			64			
Seminole.....	1	20			150		10	

TABLE XV—Continued.

Counties.	No. teachers' institutes held by county superintendents.	No. days continuance	No. teachers' institutes held by other persons .....	No. days continuance	No. teachers in attendance .....	No. public lectures..	No. teachers' meetings held in county (district or town-ship)....	Amount appropriated by county for institutes.....
Marshall...	1	10	1	20	94	3	4	
Mason .....	10	10	1	25		8		
Massac .....								
McDonough .....	2	5						
McHenry .....							8	
McLean .....	21	31			386	20		
Menard .....								
Mercer .....	1	20			121	2	3	
Monroe .....	1	20			58	5		
Montgomery .....	12	36			100	20		
Morgan .....	15	36			63		20	
Moultrie .....	2	8			56	5		
Ogle .....	1	19			150	20		\$75 00
Peoria .....	22	41			350	23		
Perry .....	1	20			78	5	15	
Platt .....								
Pike .....			1	2				
Pope .....	1	5			37	2	2	
Pulaski .....	1	5			20	10		
Putnam .....	6	7			120	5		
Randolph .....	1	11			65	5	5	
Richland .....	2	8	2	8	75	3	40	
Rock Island .....								
Saline .....	3	12						
Sangamon .....	1	30			48			
Schuyler .....	2	6	1	35	40	20		
Scott .....								
Shelby .....	1	25			120		10	
Stark .....	3	8			125			
St. Clair .....							10	
Stephenson .....	1	5			100	5		\$75 00
Tazewell .....	1	15			91	3		
Union .....								
Vermilion .....	1	2			87		4	
Wabash .....		40						
Warren .....	1				125	3		
Washington .....	1				25			
Wayne .....		25						
White .....								
Whiteside .....	11	40	11	10	175	11	10	
Will .....	1	5			275	6		100 00
Williamson .....								
Winnebago .....	1	5			284	5	5	50 00
Woodford .....	4	28			241	4	4	100 00
Total .....	279	1,258	86	545	8,010	344	675	\$675 50

TABLE II—Continued.

ties.	Amount paid for books for district library	Am't paid for fuel and other incidental expenses.	Am't paid Township Treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.	Directors' services.
r.....		\$5,807 99	\$3,049 89	\$4,339 48	\$13,524 79	\$663 94	\$59 30
		1,477 03	37 09	671 20	287 10	838 10	
		2,015 89	598 06	322 17	1,371 66	949 50	
		2,422 86	730 27	65 00	1,800 80	159 15	30 00
	\$10 25	1,066 53	486 73	853 35	2,232 95	51 25	10 00
	18 50	9,434 44	2,352 00	1,865 47	6,308 72	123 44	
		733 81	415 68	255 00	788 00		
	134 90	5,834 47	1,393 91	1,287 79	2,913 29	9 18	
		2,429 11	1,116 58	794 38	2,440 80	55 50	
m.....	12 80	9,404 61	3,136 70	10,534 59	8,521 17	70 60	20 00
		4,941 45	1,706 07	5,184 50	10,750 32		
	150 00	2,304 14	912 89	396 38	1,994 06		
	323 07	1,752 96	828 58	2,131 46	419 30		
	104 15	1,504 91	1,120 28	366 56	1,163 43	93 74	
	8 75	4,452 64	1,274 78	2,028 94	5,125 00		
	740 50	9C,693 96	17,953 29	144,596 60	48,759 03	414 06	
		1,556 26	850 13	91 72	1,306 01		
nd.....	72 00	1,326 91	424 59	18 70	1,81 35		
	16 00	8,082 96	1,518 34	885 95	2,549 64	34 99	
	1,342 00	3,643 81	1,166 00	1,338 02	5,249 54		
		2,837 38	1,370 52	3,563 40	3,000 00	458 63	
	71 81	6,247 68	1,378 19	4,012 51	2,931 91		
		3,658 27	1,461 29	636 32	2,427 07	205 00	
	49 40	700 62	443 26	489 63	1,236 25	51 95	18 27
i.....	659 30	1,334 55	623 49	2,676 21	2,434 30		
	111 78	1,599 41	966 64	228 51	1,100 12	115 98	
	128 80	4,456 73	1,379 10	1,672 91	710 69	290 65	85 00
		1,010 10	518 70	620 00	1,356 99	77 80	16 00
	18 30	7,678 23	2,145 10	1,718 45	5,132 70		
	39 00	1,049 14	716 12	330 74	240 00	25 00	8 00
	30 40	3,644 35	1,508 81	4,661 02	8,331 57	189 35	
	90 00	4,340 71	987 02	4,631 79	4,696 00	170 55	
	15 00	7,779 16	621 29	443 36	3,623 08		
	103 00	7,417 56	2,158 86	1,870 35	5,356 55	233 50	
		5,591 55	325 97	250 00			
n.....	7 50	2,447 16	1,041 39	10 00	667 13	91 77	
	163 33	8,021 95	2,114 17	938 75	6,700 00	2,391 23	726 81
	25 00	9,522 94	2,559 28	3,933 19	8,189 58		
	18 10	2,651 49	197 15	2,023 30	676 00	296 23	
	47 95	1,017 17	989 22		13 50	30 20	
		1,813 81	688 15	70 88	200 00		
		2,441 40	1,152 71	2,403 75	3,200 00	32 15	
s.....	37 15	5,792 12	1,523 22	683 93	1,452 95	16 40	
	80 00	307 56	351 92				
	1,366 65	17,091 93	1,916 06	9,595 60	7,742 00		
		5,187 81	1,635 63	5,985 13	8,816 42		78 00
	43 50	2,730 67	852 67	216 00	1,055 00		
	68 65	7,181 29	1,529 74	2,393 85	7,227 22	578 20	
	86 68	4,218 76	990 31	949 70	1,200 00	32 30	330 35
	22 57	13,210 83	3,943 64	5,701 23	13,000 92		
	27 00	1,275 24	783 14	272 06	2,317 30	38 00	96 95
	20 00	5,805 18	2,256 66	4,129 95	10,438 64	272 87	6 15
n.....	81 33	10,157 87	3,222 54	1,135 86	3,412 80	399 88	
	83 57	5,838 19	1,589 31	4,284 57	3,663 75		
	78 15	6,049 96	1,575 01	3,381 34	9,190 00		
		3,863 71	1,611 96	1,623 33	4,279 00		77 00
		7,100 84	2,663 16	3,691 68	6,557 89	557 80	
		1,833 30	919 82	741 34	1,703 44	24 45	
	45 00	3,071 30	1,208 22	468 13	2,328 75	490 19	49 75
	4 30	5,202 46	1,897 03	1,398 92	5,819 31		
	51 50	818 35	470 00	632 68	1,000 00	19 80	
gh.....	37 09	5,745 34	1,366 61	2,840 14	2,068 06		
	73 00	6,215 15	1,243 63	992 26	1,000 00	202 88	
	80 41	10,852 24	2,964 42	10,967 41	18,644 63	1,235 47	
		1,963 66	695 36	500 00	3,053 00	203 99	5 46
	21 35	3,755 13	1,281 74	156 00	528 40	50 00	
	23 40	1,301 85	1,007 80	634 55	1,311 60	187 25	
ery.....		4,432 55	1,471 88	1,112 87	4,051 78	661 15	15 00
		5,665 03	1,568 00	5,850 04	1,532 30		
		2,491 20	821 75	1,966 40	3,825 00		
	48 90	8,641 37	1,893 05	3,869 59	6,576 50	288 96	
	91 09	6,177 65	2,477 97	3,851 81	26,437 10	154 62	



TABLE II—Continued.

Counties.	Amount paid for books for district library.	Am't paid for fuel and other incidental expenses	Am't paid Township Treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.	Directors' services.
Perry.....		\$1,367 89	\$406 32	\$1,024 09	\$4,016 10	\$177 15	
Platt.....		3,349 18	1,007 60	385 96	769 00		
Pike.....		4,496 19	1,548 21	2,030 52	5,995 97	242 37	
Pope.....	\$7 50	770 04	529 58	120 00	290 61	34 00	
Pulaski.....		1,129 83	523 43	58 41			
Putnam.....	15 00	1,287 30	637 50	249 16	937 36	53 10	
Randolph.....	9 00	2,087 30	1,385 75	1,774 72	3,912 08	58 55	
Richland.....	37 05	1,776 19	579 73	101 01	253 36	375 00	
Rock Island.....	6 00	10,739 10	1,316 01	4,163 88	7,675 00		
Saline.....		1,505 62	607 56	585 90	283 00	602 67	\$15 70
Sangamon.....	67 49	7,570 41	3,931 60	1,713 67	1,979 24	196 07	
Schuyler.....		1,866 69	906 14	436 16	1,336 38	136 06	
Scott.....	17 60	1,938 63	647 21	467 66	1,522 63		
Shelby.....		3,567 39	1,266 94	842 99	1,197 09		
Stark.....		4,133 42	853 60	1,622 15	5,262 91		
St. Clair.....	111 38	12,627 74	3,818 27	15,247 29	16,595 86		
Stephenson.....	2 23	6,052 79	1,441 36	185 28	1,239 84	20 40	
Tazewell.....	195 60	5,621 83	2,272 64	6,412 83	12,798 84	153 60	30 00
Union.....		1,657 58	776 35	1,441 82	2,981 65	106 06	
Vermilion.....	17 95	7,678 34	2,603 60	6,423 71	3,793 79		
Wabash.....		1,760 92	431 46			171 95	
Warren.....	20 00	5,439 54	1,636 47	291 64	1,470 00	98 03	
Washington.....		2,026 47	1,052 10	3,204 75	776 95		
Wayne.....	8 30	1,875 76	1,126 69	1,374 71	1,237 60		
White.....		2,215 31	1,147 49	2,180 37	2,040 02	141 56	
Whiteside.....	157 00	9,887 56	2,713 96	3,569 67	7,101 50	448 0	
Will.....	254 60	6,581 15	2,725 88	3,617 17	8,535 00	22 50	
Williamson.....	85 00	1,265 16	637 53				
Winnebago.....	10 00	4,283 59	1,305 11	860 89	2,213 29	23 00	
Woodford.....	87 70	3,861 85	1,402 73	3,695 66	4,577 58	170 49	
Totals.....	\$7,092 28	\$521,868 47	\$156,468 46	\$359,099 37	\$442,776 12	\$17,381 02	\$1,677 64

XVII.--Showing the number of School Pupils teaching in the State.

Counties.	No. of teachers in the county graduates of the State Normal University.	No. of teachers in the county who have attended either Normal School less than three years.	No. of pupils in the State Normal University from county.
Adair	7	5	1
Alfalfa	2	1	4
Anderson	5	15	10
Antelope	1	2	4
Apache		5	
Armstrong			11
Audubon	2	15	6
Aurora	2	10	2
Barber		3	3
Barney		12	
Beckham		2	
Bellevue	2	6	4
Belt			
Bethuliah	4	3	3
Beverly	2		
Bowling Green		8	4
Bozeman		2	
Boyd	10	5	2
Bozeman	3	25	2
Butte			
Butte		12	2
Butte	13	17	4
Butte		3	3
Butte		3	1
Butte	2	4	1
Butte		4	
Butte	2	15	8
Butte	3	7	4
Butte			2
Butte	14	25	10
Butte		20	8
Butte	2	15	8
Butte		15	2
Butte	5		3
Butte			
Butte	1	10	3
Butte			
Butte	5	25	12
Butte	3	3	
Butte			
Butte	7	33	19
Butte	3	8	7
Butte	15	8	8

TABLE II—Continued.

Counties.	Amount paid for books for district library.	Am't paid for fuel and other incidental expenses	Am't paid Township Treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.	Directors' services.
Perry.....		\$1,387 88	\$806 32	\$1,024 69	\$4,018 10	\$177 15	
Platt.....		3,349 18	1,007 60	385 96	769 00		
Pike.....		4,498 19	1,548 21	2,030 52	5,995 97	242 37	
Pope.....	\$7 50	770 04	529 58	120 00	290 61	34 00	
Pulaski.....		1,129 83	523 43	58 41			
Putnam.....	15 00	1,287 30	637 50	249 16	937 36	53 10	
Randolph.....	9 00	2,087 30	1,395 75	1,774 72	3,912 08	58 55	
Richland.....	37 05	1,776 19	579 73	101 01	253 36	375 00	
Rock Island.....	6 00	10,739 10	1,316 01	4,163 88	7,675 00		
Saline.....		1,505 62	607 56	585 90	283 00	602 67	\$15 70
Sangamon.....	67 49	7,570 41	3,931 60	1,713 67	1,979 24	196 07	
Schuyler.....		1,896 69	906 14	496 16	1,336 38	136 06	
Scott.....	17 60	1,938 63	647 21	467 66	1,522 63		
Shelby.....		3,567 39	1,266 94	842 99	1,197 06		
Stark.....		4,133 42	853 60	1,622 15	5,262 91		
St. Clair.....	111 38	12,627 74	3,818 27	15,247 29	16,595 86		
Stephenson.....	2 23	6,052 79	1,441 36	185 28	1,239 84	20 40	
Tazewell.....	195 60	5,621 83	2,272 64	6,412 83	12,798 84	153 60	30 00
Union.....		1,657 58	776 35	1,441 82	2,981 65	106 06	
Vermilion.....	17 95	7,678 34	2,603 60	6,423 71	3,793 79		
Wabash.....		1,760 92	431 46			171 95	
Warren.....	20 00	5,439 54	1,636 47	291 64	1,470 00	98 03	
Washington.....		2,026 47	1,052 10	3,204 75	776 95		
Wayne.....	8 30	1,875 76	1,126 69	1,374 71	1,237 60		
White.....		2,215 31	1,147 49	2,180 37	2,040 02	141 56	
Whiteside.....	157 00	9,887 56	2,713 96	3,569 67	7,101 50	448 0	
Will.....	254 60	6,581 15	2,725 88	3,617 17	8,535 00	22 50	
Williamson.....	85 00	1,265 16	637 53				
Winnebago.....	10 00	4,283 59	1,305 11	860 89	2,213 29	23 00	
Woodford.....	87 70	3,861 85	1,402 73	3,695 66	4,577 58	170 49	
Totals.....	\$7,092 28	\$521,868 47	\$156,468 46	\$359,099 37	\$442,776 12	\$17,381 02	\$1,677 64

XVIII—*Showing amount of County fund and interest thereon, 1877.*

Counties.	Amount of principal of county fund.	Amount interest received on county fund.
r	\$199 22	
	8,448 42	\$767 78
	14,087 37	825 00
	2,352 65	254 00
n	1,112 50	35 00
	22,002 19	1,844 02
	743 53	78 35
	1,010 00	53 00
	1,350 96	183 08
	3,584 79	171 42
nd		
	758 70	75 87
	2,433 00	125 00
	863 00	27 00
	400 00	30 00
	867 00	86 67
	4,705 50	94 13
	601 97	
	2,305 37	136 10
	800 40	52 50
n	477 00	35 43
	953 95	52 65
	1,320 20	90 00
	920 91	50 25
	10,018 04	655 10
	508 08	50 90
	1,600 00	180 00
	2,650 32	218 67
	135 00	
	15,413 71	1,939 61
	1,390 00	100 00
ph	800 00	63 93

TABLE XVIII—Continued.

Counties.	Amount of principal of county fund.	Amount interest received on county fund.
Mercer.....	\$2,168 00	\$318 40
Monroe.....	112 00	11 20
Montgomery.....	662 73	54 00
Morgan.....		
Moultrie.....	19,347 37	1,800 63
Ogle.....	6,062 26	
Peoria.....		
Perry.....	4,068 51	312 75
Platt.....	8,152 75	538 18
Pike.....	875 00	64 90
Pope.....		
Pulaski.....	81 00	8 20
Putnam.....	4,009 00	333 77
Randolph.....		
Richland.....		
Rock Island.....		
Saline.....	6,000 00	697 86
Sangamon.....	2,407 83	70 00
Schuyler.....		
Scott.....		
Shelby.....		
Stark.....	376 76	37 67
St. Clair.....	1,325 00	116 66
Stephenson.....		
Tazewell.....	606 25	65 75
Union.....	731 00	69 70
Vermillion.....	6,161 00	315 00
Wabash.....		
Warren.....	830 58	82 80
Washington.....	391 29	30 12
Wayne.....	739 46	34 40
White.....	11,264 80	112 64
Whiteside.....		
Will.....	976 00	90 00
Williamson.....	2,201 75	88 20
Winnebago.....	5,980 06	661 29
Woodford.....		
Totals.....	\$241,272 29	\$17,439 21

TABLE XIX—Showing the number of children between twelve and twenty-one years of age unable to read and write.

Counties.	Males.	Females.	Total.
ler	10	8	18
	90	76	166
	11	6	17
	1	1	2
	14	13	27
	6	3	9
	17	8	25
	4		4
	9	6	15
ign			
n.	13	14	27
	26	19	35
	37	48	85
	18	25	43
	18	3	21
	197	149	346
d.	27	19	46
land	28	14	42
	2		2
	30	22	52
	14	4	18
	18	33	51
	34	11	45
s.	9	7	16
um	4	2	6
	17	23	40
	5		5
n	62	75	137
	37	29	66
	142	103	245
	22	13	35
	15	4	19
n	142	116	258
k	11	5	16
	20	10	30
ion	8	4	12
s.	26	19	45
	44	32	76
	34	27	61
n.			
	17	12	29
ss	13	15	28
	36	24	60
	7	4	11
ee			
	2	3	5
	20	25	45
	29	34	63
	68	33	101
oe	17	7	24
on.	12	4	16
	5	9	14
	8	8	16
in.	12	10	22
	38	36	74
	26	28	54
l.	15		15
ugh	52	29	81
y.	10	11	21
	54	42	96
	4	3	

TABLE XIX—Continued.

Counties.	Males.	Females.	Total
Mercer.....	7	6	
Monroe.....	21	14	
Montgomery.....	28	23	
Morgan.....	8	2	
Moultrie.....	2	6	
Ogle.....	6	2	
Peoria.....	29	7	
Perry.....	28	12	
Platt.....	6	6	
Pike.....	13	3	
Pope.....	86	67	
Pulaski.....	29	27	
Putnam.....	5	1	
Randolph.....	39	18	
Richland.....	14	19	
Rock Island.....	2	5	
Saline.....	67	52	
Sangamon.....	40	16	
Schuyler.....	22	21	
Scott.....	7	6	
Shelby.....	51	56	
Stark.....			
St. Clair.....	34	48	
Stephenson.....	3	1	
Tazewell.....	9	3	
Union.....	85	74	
Vermilion.....	33	37	
Wabash.....	10	5	
Warren.....	5	2	
Washington.....	24	16	
Wayne.....	55	58	
White.....	97	54	
Whiteside.....	8	3	
Will.....	20	19	
Williamson.....	140	119	
Winnebago.....			
Woodford.....	3	1	
Totals.....	2,701	2,109	4

## GENERAL STATISTICS BY COUNTIES.

## .E III.—Enumeration of children under 21 years of age, and between 6 and 21.

Counties.	No of males under 21 years of age.	No. of females under 21 years of age.	Whole No. persons under 21 years of age.	No. males between the ages of 6 and 21	No. females between the ages of 6 and 21.	Whole No persons between the ages of 6 and 21.
Adair	14,621	14,199	28,820	10,766	8,423	19,189
Anderson	2,813	2,827	5,640	1,789	1,930	3,719
Antelope	3,838	3,754	7,592	2,594	2,472	5,066
Barber	2,696	2,567	5,263	1,971	1,863	3,834
Beckham	3,589	3,409	6,998	2,491	2,383	4,874
Bellevue	8,292	8,301	16,593	5,702	5,555	11,257
Big Horn	2,107	2,012	4,119	1,423	1,369	2,792
Blaine	4,234	4,279	8,513	2,928	2,927	5,855
Boone	3,497	3,485	6,982	2,365	2,345	4,710
Bozeman	10,727	10,047	20,774	7,369	6,994	14,363
Butte	7,180	6,939	14,119	5,020	4,726	9,746
Carbon	5,994	5,675	11,619	4,177	3,870	8,047
Cascade	4,217	4,175	8,392	2,944	2,931	5,875
Cedar	4,941	4,707	9,648	3,270	3,057	6,327
Chouteau	6,960	6,468	13,428	4,969	4,540	9,509
Custer	123,817	122,807	246,624	76,590	76,092	152,682
Deer	4,656	4,242	8,898	3,221	2,939	6,160
Deerfield	3,755	3,471	7,226	2,615	2,447	5,062
Dewey	6,350	6,047	12,397	4,370	4,205	8,575
Dodge	4,898	4,713	9,611	3,353	3,046	6,399
Douglas	1,110	3,915	8,025	2,830	2,795	5,625
Dryden	4,855	4,708	9,563	3,454	3,486	6,940
Dundee	6,381	6,048	12,429	4,564	4,054	8,618
Edwards	2,193	1,999	4,192	1,487	1,351	2,838
Effingham	4,636	4,729	9,365	3,282	3,155	6,437
Emery	6,099	5,816	11,915	4,255	3,831	8,086
Ernst	3,628	3,367	6,995	2,342	2,152	4,494
Essex	4,171	4,066	8,237	2,853	2,644	5,497
Evans	11,025	10,490	21,515	7,214	6,739	13,953
Farwell	3,288	3,288	6,576	2,239	2,224	4,463
Fergus	3,394	5,735	11,637	4,027	3,890	7,917
Field	5,902	4,042	7,965	2,788	2,832	5,620
Fillmore	3,923	4,732	9,608	2,852	2,710	5,562
Flint	4,876	9,799	19,810	6,992	6,781	13,773
Franklin	10,011	1,612	3,381	1,176	1,013	2,189
Frederick	1,769	2,285	5,502	1,992	1,856	3,848
Garfield	2,817	9,454	19,109	6,584	6,383	12,967
Grant	8,995	8,393	17,388	6,156	5,747	11,903
Grass	5,595	5,259	10,854	3,637	3,409	7,046
Greene	4,274	4,355	8,629	2,743	2,700	5,443
Grey	5,623	5,505	11,129	3,882	3,698	7,580
Hamlin	4,420	3,877	8,297	2,946	2,562	5,508
Harrison	7,338	6,980	14,313	4,750	4,556	9,306
Haskell	3,671	3,483	7,154	2,388	2,287	4,675
Holmes	10,116	10,173	20,289	7,086	6,962	14,048
Hood	7,353	7,112	14,465	5,005	5,044	10,049
Hotchkiss	3,043	2,806	5,849	2,075	1,925	4,000
Howard	9,512	9,632	19,144	6,459	4,686	11,145
Howell	5,913	5,920	11,833	3,914	3,796	7,710
Imperial	16,938	17,434	34,412	11,256	11,804	23,060
Jefferson	3,795	3,497	7,292	2,616	2,518	5,134
Johnson	7,110	6,997	14,107	4,977	4,680	9,657
Johnston	10,142	9,630	19,772	7,048	6,568	13,616
Jones	6,522	6,232	12,754	4,525	4,231	8,756
Kearney	7,466	7,119	14,585	5,129	4,771	9,900
Kimberly	9,747	8,487	19,234	6,771	6,443	13,214



TABLE III.—Continued.

	No. of males under 21 years of age.	No. of fe- males under 21 years of age.	Whole No. persons under 21 years of age.	No. males between the ages of 9 and 21	No. females between the ages of 9 and 21	Whole No. persons between the ages of 9 and 21.
Madison .....	12,617	13,876	26,493	8,526	8,254	16,780
Marion .....	6,172	5,822	11,974	4,353	4,103	8,456
Marshall .....	3,942	3,783	7,725	2,748	2,624	5,372
Mason .....	4,366	4,160	8,526	2,970	2,874	5,844
Massac .....	2,880	2,886	5,778	2,040	1,963	4,003
McDonough .....	7,570	7,139	14,709	5,119	5,205	10,324
McHenry .....	6,289	6,057	12,346	4,477	4,360	8,837
McLean .....	14,154	13,622	27,776	9,258	9,296	18,554
Menard .....	3,268	3,039	6,307	2,190	2,043	4,233
Mercer .....	5,321	4,974	10,295	3,430	3,150	6,580
Monroe .....	4,128	4,044	8,172	2,857	2,689	5,546
Montgomery .....	7,059	6,785	13,844	4,718	4,522	9,240
Morgan .....	8,150	7,833	15,983	5,694	5,381	11,075
Moultrie .....	3,540	3,539	7,079	2,448	2,524	4,972
Ogle .....	7,091	6,742	13,833	5,010	4,617	9,627
Peoria .....	12,545	12,776	25,321	8,723	9,006	17,729
Perry .....	4,130	3,860	7,990	2,829	2,528	5,357
Platt .....	4,232	3,791	8,023	2,927	2,592	5,519
Pike .....	8,837	8,681	17,518	6,073	5,927	12,000
Pope .....	3,717	3,511	7,228	2,430	2,153	4,583
Pulaski .....	2,381	2,357	4,738	1,564	1,474	3,038
Putnam .....	1,394	1,394	2,788	953	943	1,896
Randolph .....	6,394	6,151	12,545	4,261	4,049	8,310
Richland .....	4,142	4,062	8,204	2,875	2,772	5,647
Rock Island .....	9,134	9,028	18,162	6,139	6,102	12,241
Saline .....	4,627	4,506	9,133	3,191	3,048	6,239
Sangamon .....	15,248	15,018	30,266	10,803	10,600	21,403
Schuyler .....	4,533	4,356	8,889	3,120	2,972	6,092
Scott .....	2,866	1,748	5,614	1,999	1,814	3,813
Shelby .....	8,238	7,741	15,979	5,471	5,312	10,783
Stark .....	3,027	2,829	5,856	2,111	1,904	4,015
St. Clair .....	15,993	15,604	31,597	11,050	10,741	21,791
Stephenson .....	8,040	7,959	15,999	5,713	5,668	11,381
Tazewell .....	7,522	7,351	14,874	5,255	4,972	10,247
Union .....	4,791	4,486	9,277	3,309	2,904	6,213
Vermillion .....	10,263	10,123	20,386	6,935	6,804	13,739
Wabash .....	2,584	2,301	4,885	1,739	1,677	3,416
Warren .....	5,820	5,761	11,581	4,133	4,130	8,263
Washington .....	5,957	5,610	11,567	4,008	3,761	7,769
Wayne .....	5,858	5,470	11,328	4,104	3,646	7,750
White .....	5,805	5,640	11,445	3,927	3,742	7,669
Whiteside .....	7,777	7,411	15,188	5,366	4,997	10,363
Will .....	12,768	12,722	25,490	8,829	8,655	17,484
Williamson .....	5,410	5,037	10,447	3,548	3,106	6,654
Winnebago .....	6,770	7,034	13,804	4,646	4,908	9,554
Woodford .....	5,821	5,617	11,438	3,827	3,645	7,472
Total .....	756,688	739,646	1,496,334	511,897	490,524	1,002,421

TABLE IV—*Showing the Number of School Districts, the Number of Free Public Schools sustained, etc., by Counties.*

Counties.	Whole No. of school districts.	No. of districts having school five months or more.	No. of districts having school less than five months.	No. of districts having no schools.	Whole No. free public schools sustained.	Whole No. months schools sustained.
Adair	194	193		1	193	1,459
Adams	25	25			33	153
Adelphi	75	74	1		76	504
Adrian	72	72			72	537
Adrian	58	58			58	382
Adrian	218	115	1	4	228	1,722
Adrian	32	32			32	216
Adrian	111	107	1	1	106	754
Adrian	77	69			78	611
Adrian	250	245	5	2	248	1,802
Adrian	136	135		1	136	999
Adrian	100	98	2		100	699
Adrian	89	89			100	617
Adrian	66	65		1	70	467
Adrian	119	119			122	935
Adrian	203	200		3	205	2,516
Adrian	94	93		1	94	597
Adrian	89	89			87	523
Adrian	152	152	2	9	153	1,238
Adrian	99	99			99	712
Adrian	91	91			91	658
Adrian	98	97			98	774
Adrian	136	135		1	137	934
Adrian	43	42		1	47	264
Adrian	73	73			74	430
Adrian	119	119			119	763
Adrian	92	90	1	1	91	696
Adrian	60	60			60	332
Adrian	204	194	1	5	209	1,516
Adrian	48	48			57	393
Adrian	91	90	1		91	706
Adrian	95	91		4	91	643
Adrian	65	65			65	358
Adrian	185	184		1	188	1,320
Adrian	30	29		1	29	159
Adrian	74	73		1	73	565
Adrian	198	194	4		198	1,898
Adrian	236	226	4	6	242	1,687
Adrian	92	88	1	3	101	574
Adrian	99	96	1	2	97	588
Adrian	107	107			107	635
Adrian	68	68			71	483
Adrian	121	135	1	1	139	1,029
Adrian	52	52		1	54	274
Adrian	135	123	1	1	124	999
Adrian	140	140			148	1,083
Adrian	83	77		6	77	876
Adrian	182	180	1	1	182	1,301
Adrian	120	118		2	121	1,023
Adrian	298	295	3		347	1,495
Adrian	65	65			68	433
Adrian	159	159		1	158	1,163
Adrian	251	246	2	3	251	1,908
Adrian	118	117		1	127	1,055
Adrian	120	122		2	127	1,053
Adrian	166	164	2	1	167	1,197
Adrian	132	132			138	1,101
Adrian	108	107		1	107	652
Adrian	87	87			95	787
Adrian	95	95			95	745
Adrian	39	35			40	231

TABLE I—Continued.

Counties.	Railroad back tax.	Amount received from dis- trict bonds issued for building purposes.	Tuition.	From other treasurers.	All other sources.	Total am't received during the year ending September 30, 1878.
Ogle.....	\$2,413 33		\$1,204 53		\$285 31	\$125,271 37
Peoria.....	8,559 13	\$1,200 00	411 93		23,254 36	196,627 05
Perry.....	872 53			\$481 61	55 04	38,611 64
Platt.....	2,968 38	180 00			490 91	59,814 30
Pike.....	6,778 09	1,850 00		1,150 66	4,324 36	100,437 88
Pope.....	100 36				130 45	19,493 74
Pulaski.....	548 35				238 50	15,311 15
Putnam.....			23 10	72 87	3 74	32,169 43
Randolph.....	5,069 98	1,100 00			2,225 93	72,971 24
Richland.....	67 18			344 45	453 90	37,368 96
Rock Island.....	590 89	14,093 83			1,383 15	137,757 22
Saline.....	904 20	670 32		450 72	307 40	23,623 46
Sangamon.....	226 99	2,285 10		785 47	864 40	138,703 04
Schuyler.....	1,899 27	70 00			416 89	43,870 69
Scott.....	489 53	589 00		46 04	209 68	35,132 02
Shelby.....	721 81		15 10		1,490 96	69,494 85
Stark.....	6,351 60	73 64		723 16	1,773 77	65,975 73
St Clair.....	20,387 03	19,986 25	277 07	482 00	6,000 18	238,235 57
Stephenson.....	1,365 53	90 00	215 93		1,795 87	79,289 74
Tazewell.....	13,953 63	1,185 00	98 17	30 80	1,400 00	140,861 01
Union.....	11 00	700 00		82 72	15 00	40,197 24
Vermilion.....	7,970 95	5,037 96	404 04		485 61	142,639 69
Wabash.....			16 00			18,788 40
Warren.....	4,660 44	425 00		73 08	78 05	97,806 25
Washington.....	2,124 23	1,958 00			442 94	46,682 04
Wayne.....	1,970 31	790 00			561 94	44,523 35
White.....	6,183 08	813 55	37 58	141 06	100 00	48,437 58
Whiteside.....	3,165 33	1,000 00	433 31	722 25	124 88	141,808 16
Will.....	2,935 41		175 67		1,605 64	156,661 01
Williamson.....					1,185 64	27,708 50
Winnebago.....	3,042 08	1,645 89			739 08	75,989 26
Woodford.....	3,616 35	2,987 50	24 57	800 00	704 98	81,649 47
Totals.....	\$432,789 10	\$212,803 80	\$15,737 98	\$15,469 13	\$168,691 21	\$9,634,727 81

TABLE II.—*Expenditures by Counties, for the year 1878.*

ies.	Amount paid to male teachers.	Amount paid to female teachers.	Whole am't paid to teachers.	Paid for new school houses.	Amount paid for school sites and grounds.
r	\$37,822 79	\$43,621 02	\$81,443 81	\$829 96	\$392 50
	5,533 93	7,478 58	13,012 52		
	15,420 38	8,384 03	23,804 41	1,574 00	
	8,370 82	12,505 23	20,876 05		
	9,579 58	8,074 99	17,654 57	1,910 00	1,317 10
	38,041 49	37,589 32	75,630 75		
	7,815 59	1,662 90	9,478 58		953 45
	18,388 73	16,431 22	34,819 95	3,606 54	65 00
	14,798 50	18,542 81	33,341 31		
m	41,676 52	40,033 61	81,710 13	3,215 70	227 06
	34,634 61	15,272 46	50,007 07	744 04	
	17,241 16	8,328 23	25,569 39	1,511 10	200 00
	14,074 23	6,848 98	20,923 21	3,008 00	50 00
	18,104 31	7,473 29	25,577 60	129 95	50 00
	23,950 16	20,657 83	44,607 99	3,612 36	104 87
	146,360 71	550,171 81	696,532 52	41,159 78	3,669 12
	14,822 50	7,392 14	22,214 64	2,872 97	5 00
nd	9,943 59	6,477 98	16,421 57	2,343 00	72 00
	25,476 48	30,871 10	56,347 58	4,466 79	1,336 75
	20,824 57	11,916 50	32,741 07		56 67
	19,025 62	13,827 72	32,853 34		
	12,343 90	21,585 25	33,929 15	501 68	2,338 35
	23,071 72	21,121 25	44,192 97	7,092 41	1,040 00
	6,548 00	4,267 34	10,815 34	1,422 62	5 00
	13,087 05	5,425 27	18,512 32	2,360 24	165 00
	21,057 93	11,027 46	32,085 39	1,512 98	1,139 30
	11,094 96	18,144 36	29,239 32	2,273 19	680 25
	10,850 62	2,636 05	13,486 67	863 00	55 00
	33,465 16	35,235 19	68,700 35	5,178 94	134 50
	10,533 41	3,852 74	14,386 15	195 00	30 00
	23,537 13	16,948 70	40,485 83	1,976 74	20 00
	8,570 11	22,932 43	31,502 54	2,812 88	175 00
	10,080 01	2,360 56	12,440 57	1,081 95	494 50
	35,605 41	27,071 05	62,676 46	6,269 45	
	4,602 23	636 63	5,238 86	575 00	110 00
n	13,189 34	10,012 56	23,181 90	187 95	20 00
	31,302 67	45,902 94	77,205 61	428 92	60 00
	30,610 32	36,098 31	66,708 63	4,667 64	
	14,900 62	10,862 22	25,762 84	1,213 66	60 40
	11,834 35	5,044 45	16,879 80	3,051 41	25 00
	15,246 79	6,342 37	21,589 16	1,949 47	93 80
	17,116 77	12,451 80	29,568 56	494 60	
	18,742 46	20,995 66	39,738 15	2,009 90	175 00
	10,011 39	1,097 58	11,108 95	494 00	25 00
	25,444 26	53,837 16	79,281 42	5,840 32	53 40
e	14,286 94	25,998 51	40,285 45	883 77	150 00
	11,006 63	13,009 95	24,016 58	663 00	
	23,165 91	48,919 03	72,084 94	3,844 96	34 00
	11,858 57	20,989 56	32,148 13	1,410 78	100 00
	57,679 80	80,066 10	137,745 90	6,204 58	320 00
	12,985 35	3,823 15	16,808 50	1,804 63	38 00
	28,057 94	26,643 26	54,701 20	1,536 00	67 00
n	37,854 35	44,568 49	82,423 84	3,497 22	584 31
	37,878 38	24,070 31	61,948 69	12,949 46	359 08
	36,422 18	25,786 21	62,208 39		
	35,927 79	21,896 67	57,824 46	1,011 00	125 00
	48,702 95	28,004 28	74,707 23	3,944 50	716 10
	16,068 48	13,790 87	29,859 35	2,209 57	73 10
	17,562 06	17,369 82	34,931 88	2,150 00	80 00
	19,693 32	18,683 91	38,377 23	1,202 62	494 74
	7,375 32	3,891 32	11,266 64	282 25	
gh	26,065 32	26,325 90	52,390 22	2,409 70	27 58
	20,483 04	23,552 20	44,035 24	1,326 00	15 25
	48,241 68	69,899 89	118,141 57	2,444 70	2,215 31
	19,464 60	10,844 54	30,309 14		10 50

TABLE V.—Continued.

Counties.	Average No. of months schools sustained.	Whole No. of male pupils enrolled.	Whole No. of female pupils enrolled.	Total No. of pupils enrolled.	Whole No. of male teachers.	Whole No. of female teachers.	Total number of teachers.	Whole No. of months of male teachers.	Whole No. of months of female teachers.	Total No. of months taught by male teachers.	Total No. of months taught by female teachers.	Grand total No. of days' attendance.
Henry.....	7.5	5,358	4,876	10,234	141	289	430	631	1,267	1,898	1,015,367	
Iroquois.....	6.8	4,959	4,635	9,594	147	296	443	697	1,184	1,881	754,954	
Jackson.....	5.6	2,190	1,978	4,168	65	52	117	346	310	656	309,185	
Jasper.....	6.	2,878	2,202	5,080	84	59	143	372	216	588	227,820	
Jefferson.....	6.	3,011	3,075	6,086	100	53	153	438	197	635	343,248	
Jersey.....	7.4	2,083	1,890	3,943	53	51	104	315	272	587	308,380	
JoDavies.....	7.2	3,820	3,365	7,185	80	155	235	388	668	1,066	693,570	
Johnson.....	5.1	1,887	1,711	3,598	53	5	58	274	22	256	151,962	
Kane.....	8.	4,669	4,750	9,419	81	265	336	384	1,553	1,937	1,427,783	
Kankakee.....	7.3	3,417	3,197	6,614	89	200	289	377	1,035	1,322	492,843	
Kendall.....	7.6	1,437	1,404	2,841	45	86	131	246	466	711	270,231	
Knox.....	6.	4,748	4,427	9,175	106	298	404	449	1,440	1,888	974,860	
Lake.....	7.4	2,728	2,501	5,229	70	161	231	319	713	1,032	471,741	
LaSalle.....	8.	8,341	8,111	16,452	245	424	669	1,007	1,767	2,774	1,567,448	
Lawrence.....	7.	1,965	1,907	3,872	63	38	101	363	154	381	248,756	
Lee.....	7.4	3,847	3,569	7,416	124	176	300	660	701	1,381	615,737	
Livingston.....	7.3	3,947	3,589	7,512	124	302	426	814	913	2,183	986,176	
Logan.....	8.4	3,581	3,467	7,048	115	111	226	704	613	1,317	693,005	
Macon.....	7.1	3,114	2,856	5,970	118	128	246	676	596	1,272	753,827	
Macoupin.....	8.	3,960	3,466	7,426	130	190	320	771	633	1,410	811,913	
Madison.....	6.	4,915	4,162	9,077	109	106	215	806	731	1,537	1,064,964	
Marion.....	6.3	3,122	2,941	6,063	86	106	192	400	397	797	495,763	
Marshall.....	8.3	2,211	2,069	4,310	64	96	160	362	556	884	388,119	
Massac.....	7.7	2,968	2,131	4,399	64	107	171	449	497	894	440,550	
Massena.....	6.	1,835	1,822	3,657	38	16	54	190	104	294	189,245	
McDonough.....	8.	4,014	4,220	8,234	127	176	303	570	843	1,413	789,826	
McHenry.....	7.3	3,379	3,249	6,538	104	183	287	467	879	1,346	558,866	
McLean.....	7.7	2,323	2,647	4,970	204	306	510	1,000	1,710	2,740	1,457,724	
Menard.....	8.	1,505	1,321	2,827	58	51	109	344	251	595	282,266	
Mercer.....	7.3	3,127	2,798	5,925	98	163	261	476	549	1,025	498,582	
Monroe.....	6.3	1,434	1,232	2,666	44	17	61	287	113	400	186,179	
Montgomery.....	7.3	3,654	3,461	7,117	99	136	235	584	584	1,169	695,822	
Morgan.....	8.2	3,810	3,572	7,382	99	85	184	654	544	1,198	778,998	
Moultrie.....	6.6	1,969	1,867	3,777	64	63	127	330	282	622	313,043	
Ogle.....	7.2	4,149	3,732	7,881	71	212	286	357	367	1,592	824,458	
Peoria.....	8.2	5,637	5,380	11,027	122	238	360	493	1,493	2,006	1,199,949	
Perry.....	6.3	1,917	1,775	3,692	125	125	250	605	525	1,130	584,378	
Perry.....	6.3	1,917	1,775	3,692	125	125	250	605	525	1,130	584,378	
Platt.....	7.2	2,224	1,962	4,186	140	99	239	414	340	754	384,378	

Pike.....	7.3	4,687	4,311	8,998	141	154	295	696	576	1,272	641,985
Pope.....	5.3	1,570	1,310	2,890	42	25	67	211	227	1,338	138,490
Pulaski.....	5.1	1,929	1,881	1,875	27	23	46	118	115	233	121,978
Purnan.....	8.1	989	886	5,538	37	43	70	110	197	307	132,186
Randolph.....	6.6	3,311	2,917	4,573	83	53	138	475	247	722	426,487
Rehoboth.....	6.4	2,293	1,934	8,322	69	66	135	324	323	657	390,692
Rock Island.....	7.4	2,341	1,986	4,175	80	117	197	323	1,032	1,895	945,797
Saline.....	5.5	2,241	5,435	11,496	62	117	77	329	908	1,896	233,628
Sangamon.....	7.8	2,691	2,423	4,945	149	168	317	915	478	1,800	1,157,709
Sangamon.....	6.7	2,522	1,435	2,777	71	108	179	258	478	1,703	1,397,110
Schuyler.....	2.8	1,452	1,319	7,877	47	30	77	807	149	407	221,417
Scott.....	6.7	4,062	3,815	3,265	154	106	235	293	403	1,210	750,919
Shelby.....	7.8	1,605	1,680	11,038	53	106	161	299	471	1,700	307,733
St. Clair.....	7.5	1,856	5,182	8,805	142	189	231	1,090	759	1,839	397,333
Stephenson.....	7.2	3,231	5,279	7,099	130	166	296	592	904	1,544	1,809,114
Stephenson.....	7.9	3,511	3,588	7,099	112	143	255	592	638	1,230	719,081
Tazewell.....	5.4	2,337	2,004	4,381	61	31	62	315	186	1,501	196,572
Union.....	6.8	6,192	5,672	11,894	168	222	380	777	1,007	1,784	947,430
Vermilion.....	6.2	1,375	1,220	2,595	45	34	79	155	136	351	188,283
Warren.....	7.1	3,080	3,212	6,301	122	188	310	514	816	1,330	591,683
Washington.....	7.7	2,302	3,046	4,348	74	56	130	359	245	604	320,290
Wayne.....	6.4	3,353	3,049	6,402	111	68	179	505	252	757	423,307
White.....	6.4	2,671	2,581	5,252	106	37	143	457	206	683	391,690
Whiteside.....	7.8	4,183	3,837	8,020	120	96	218	570	1,028	1,597	833,686
Will.....	7.4	6,120	5,915	12,035	115	284	359	541	1,717	2,558	1,230,535
Williamson.....	5.5	2,534	2,419	5,003	63	34	97	328	1,167	2,495	271,110
Winnebago.....	7.6	3,757	3,721	7,478	70	221	291	318	1,246	1,564	790,368
Woodford.....	7.4	3,236	2,683	5,620	79	126	215	408	660	1,088	548,847
Totals.....	7.1	361,552	345,181	706,733	9,475	12,817	22,292	46,196	66,606	112,802	63,545,650

TABLE II—Continued.

Counties.	Amount paid for purchase of school houses.	Amount paid for rent of school houses.	Amount paid for repairs and improve- ments.	Amount paid for school furniture.	Amount paid for school apparatus.
Peoria .....		\$985 00	\$8,433 03	\$2,450 47	\$405 30
Perry .....		30 00	965 74	727 57	259 71
Platt .....		50 00	2,682 84	879 19	258 69
Pike .....		2 50	3,711 86	1,473 13	114 50
Pope .....	\$100 00	32 50	1,044 24	37 65	44 72
Pulaski .....		106 57	1,359 72	409 18	36 00
Putnam .....			1,615 78	377 70	43 35
Randolph .....		200 00	2,729 33	1,610 40	129 49
Richland .....		10 90	1,294 85	7 47	219 70
Rock Island .....		100 00	6,559 69	1,429 07	221 75
Saline .....	900 00	13 40	548 03	282 92	315 80
Sangamon .....	105 00	307 00	4,568 12	1,268 74	72 19
Schuyler .....			2,482 49	313 60	188 70
Scott .....		9 00	992 22	692 63	52 50
Shelby .....		85 25	1,888 06	859 51	222 44
Stark .....		3 00	2,730 48	879 80	138 69
St. Clair .....		1,434 85	8,143 63	2,431 85	301 80
Stephenson .....	423 00		2,697 62	727 82	81 62
Tazewell .....		30 00	4,917 79	1,153 54	569 92
Union .....		5 00	1,111 69	233 31	
Vermilion .....		609 60	6,310 75	3,025 22	38 53
Wabash .....			1,038 98		
Warren .....		128 91	5,126 09	1,456 67	647 30
Washington .....		146 70	1,017 75	304 45	147 74
Wayne .....		11 60	1,282 69	422 20	177 68
White .....			2,141 46	849 33	426 78
Whiteside .....		125 00	9,515 49	1,884 01	497 16
Will .....		38 50	6,332 46	631 00	463 63
Williamson .....	25 46	61 70	875 24	458 89	13 50
Winnebago .....			3,256 29	559 27	
Woodford .....		50 00	2,496 32	1,089 37	594 38
Totals .....	\$6,819 51	\$30,368 60	\$364,815 43	\$117,479 15	\$22,567 76

TABLE II—Continued.

nties.	Amount paid for books and for district library	Am't paid for fuel and other incidental expenses.	Am't paid Township Treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.	Directors' services.
ler		\$5,807 99	\$3,049 89	\$4,339 48	\$13,524 79	\$683 94	\$59 30
		1,477 03	37 09	671 20	287 10	838 10	
		2,015 89	598 06	322 17	1,371 68	949 50	
		2,422 86	730 27	65 00	800 80	159 15	30 00
	\$10 25	1,096 53	486 73	853 35	2,232 95	51 25	10 00
	18 50	9,434 44	2,352 00	1,895 47	6,308 72	123 44	
		793 81	415 68	255 00	788 00		
	134 90	5,834 47	1,393 81	1,287 79	2,913 29	9 16	
		2,429 11	1,116 58	794 38	2,440 80	55 50	
ign	12 80	9,404 61	3,136 70	10,534 59	8,521 17	70 60	20 00
n		4,941 45	1,706 07	5,184 50	10,750 32		
	150 00	2,304 14	912 89	396 58	1,994 06		
	323 07	1,752 96	828 58	2,131 46	419 30		
	104 15	1,504 91	1,120 28	366 56	1,163 43	93 74	
	8 75	4,452 64	1,274 78	2,028 94	5,125 00		
	740 50	90,693 96	17,953 29	144,596 60	48,759 03	414 66	
d		1,556 26	850 13	91 72	1,306 01		
land	72 00	1,326 91	424 59	18 70	181 35		
	16 00	8,082 96	1,518 34	885 95	2,549 64	34 99	
	1,342 00	3,643 81	1,166 00	1,338 02	5,249 54		
		2,837 38	1,370 52	3,563 40	3,000 00	458 63	
	71 81	6,247 68	1,378 19	4,012 51	2,931 91		
		3,658 27	1,461 29	636 32	2,427 07	205 00	
s	49 40	700 62	443 26	489 63	1,236 25	51 95	18 27
m	659 30	1,334 55	623 49	2,676 21	2,434 30		
	111 78	1,599 41	966 64	228 51	1,100 12	115 98	
	128 80	4,456 73	1,379 10	1,672 91	710 69	290 65	85 00
l		1,010 10	518 70	620 00	1,356 99	77 80	16 00
	18 30	7,678 23	2,145 10	1,718 45	5,132 70		
	39 00	1,049 14	716 12	330 74	240 00	25 00	8 00
	30 40	3,644 35	1,508 81	4,661 02	8,331 57	189 35	
	90 00	4,340 71	987 02	4,631 79	4,696 00	170 55	
n	15 00	779 16	621 29	443 36	3,623 08		
k	103 00	7,417 58	2,158 86	1,870 35	5,356 55	233 50	
		591 55	325 97	250 00			
on	7 50	2,447 16	1,041 39	10 00	667 13	91 77	
	163 33	8,021 95	2,114 17	938 75	6,700 00	2,391 23	726 81
	25 00	9,522 94	2,559 28	3,933 19	8,189 58	261 70	
	18 10	2,651 49	197 15	2,023 30	676 00	296 23	
	47 95	1,017 17	939 22		13 50	30 20	
n		1,813 81	688 15	70 88	200 00		
		2,441 40	1,152 71	2,403 75	3,200 00	32 15	
ss	37 15	5,792 12	1,523 22	683 93	1,452 95	16 40	
	80 00	307 56	351 92				
ee	1,366 65	17,091 93	1,916 06	9,595 60	7,742 00		
		5,187 81	1,635 63	5,985 13	8,816 42		78 00
	43 50	2,730 67	852 67	216 00	1,055 00		
	68 65	7,181 29	1,529 74	2,393 85	7,227 22	578 20	
	86 68	4,218 76	990 31	949 70	1,200 00	32 30	330 35
	22 57	18,210 83	3,943 64	5,701 23	13,000 92		
ce	27 00	1,275 24	788 14	272 06	2,317 30	38 00	96 95
	20 00	5,805 18	2,256 66	4,129 95	10,438 64	272 87	6 15
ton	81 33	10,157 87	3,222 54	1,135 86	3,412 80	399 88	
	83 57	5,838 19	1,589 31	4,284 57	3,663 75		
	78 15	6,049 96	1,575 01	3,381 34	9,190 00		
in		3,893 71	1,611 96	1,623 33	4,279 00		77 00
		7,100 84	2,663 16	3,691 68	6,557 89	557 80	
		1,833 30	919 82	741 34	1,703 44	24 45	
l	45 00	3,071 30	1,208 22	468 13	2,328 75	490 19	49 75
	4 30	5,202 46	1,897 03	1,398 92	5,819 31		
	51 50	818 35	470 00	632 68	1,000 00	19 80	
ugh	37 09	5,745 34	1,366 61	2,840 14	2,068 08		
y	73 00	6,215 15	1,243 63	992 26	1,000 00	202 86	
	80 41	10,852 24	2,954 42	10,967 41	18,644 63	1,285 47	
		1,963 66	695 86	500 00	3,053 00	203 99	5 46
	21 35	3,755 13	1,281 74	156 00	528 40	50 00	
	23 40	1,301 85	1,007 80	634 55	1,311 60	187 25	
mery		4,432 55	1,471 88	1,112 87	4,051 78	661 15	15 00
		5,665 03	1,568 00	5,850 04	1,532 30		
		2,491 20	821 75	1,966 40	3,825 00		
	48 90	8,641 37	1,893 05	3,869 59	6,576 50	298 96	
	91 09	6,177 65	2,477 97	3,851 81	26,437 10	154 02	



TABLE II—Continued.

Counties.	Amount paid for books for district library.	Am't paid for fuel and other incidental expenses	Am't paid Township Treasurers for services.	Amount of interest paid on district bonds.	Amount paid on principal of district bonds.	Insurance.	Directors' services.
Perry.....		\$1,387 88	\$306 32	\$1,024 69	\$4,016 10	\$177 15	
Platt.....		3,349 18	1,007 60	385 96	769 00		
Pike.....		4,496 19	1,548 21	2,030 52	5,995 97	242 37	
Pope.....	\$7 50	770 04	529 58	120 00	290 61	34 00	
Pulaski.....		1,129 83	523 43	58 41			
Putnam.....	15 00	1,287 30	637 50	249 16	937 36	53 10	
Randolph.....	9 00	2,087 30	1,385 75	1,774 72	3,912 08	58 55	
Richland.....	37 05	1,776 19	579 73	101 01	253 36	375 00	
Rock Island.....	6 00	10,739 10	1,316 01	4,163 88	7,675 00		
Saline.....		1,506 62	607 56	585 90	283 00	602 67	\$15 70
Sangamon.....	67 49	7,570 41	3,831 60	1,713 67	1,979 24	196 07	
Schuyler.....		1,866 69	906 14	436 16	1,336 38	136 06	
Scott.....	17 60	1,938 63	647 21	467 66	1,522 63		
Shelby.....		3,567 39	1,266 94	842 99	1,197 09		
Stark.....		4,133 42	853 60	1,622 15	5,262 91		
St. Clair.....	111 38	12,627 74	3,818 27	15,247 29	16,585 86		
Stephenson.....	2 23	6,052 79	1,441 36	185 28	1,239 84	20 40	
Tazewell.....	195 60	5,621 83	2,272 64	6,412 83	12,798 84	153 60	30 00
Union.....		1,667 58	776 35	1,441 82	2,981 65	106 06	
Vermilion.....	17 95	7,678 34	2,603 60	6,423 71	3,793 79		
Wabash.....		1,780 92	431 46			171 95	
Warren.....	20 00	5,439 54	1,636 47	291 64	1,470 00	98 03	
Washington.....		2,026 47	1,052 10	3,204 75	776 95		
Wayne.....	8 30	1,875 76	1,126 69	1,374 71	1,237 60		
White.....		2,215 31	1,147 49	2,180 37	2,040 02	141 56	
Whiteside.....	157 00	9,887 56	2,713 96	3,569 67	7,101 50	448 0	
Will.....	254 60	6,581 15	2,725 88	3,617 17	8,536 00	22 50	
Williamson.....	85 00	1,265 16	637 53				
Winnebago.....	10 00	4,283 59	1,305 11	860 89	2,213 29	23 00	
Woodford.....	87 70	3,861 85	1,402 73	3,695 66	4,577 58	170 49	
Totals.....	\$7,092 28	\$521,868 47	\$156,468 46	\$359,099 37	\$442,776 12	\$17,381 02	\$1,677 64

TABLE II—Continued.

ies.	Tuition.	Books and election blanks.	Attorneys' fees.	Other treasurers.	All other expenditures.
r					\$6,644 08
					437 75
		\$8 75			172 50
				\$58 15	968 07
					3,192 03
					464 28
				956 06	780 00
			\$206 00	143 20	775 91
n	\$79 95			68 98	3,341 55
	540 00				4,319 71
					421 80
					624 78
			194 30		569 86
					3,481 43
	65 93			391 38	156,326 07
nd				164 17	390 98
		6 08			1,291 62
			53 81		3,102 28
				39 71	943 22
					1,465 22
	41 76				1,722 74
				38 80	1,395 10
					268 19
			32 50		992 04
	176 04			62 04	500 00
				5 31	2,144 09
					53 20
					2,457 16
		3 00	39 10	21 88	425 93
					1,647 98
					4,008 18
	204 83				504 17
				596 42	1,583 76
l.					600 23
					1,318 11
				1,459 53	2,845 10
	75 00		83 85	713 46	1,056 83
	90 00			362 52	2,134 05
				85 25	987 74
s.		8 75			990 22
					1,169 90
					1,605 04
		121 50		200 05	4,611 65
				90 94	478 20
				819 58	3,052 02
	17 02				1,791 51
					7,606 26
	20 06		10 00	124 06	835 18
	140 54				1,805 01
		9 35	132 42	85 00	3,505 06
	75 35	4 50			4,424 18
			56 10	147 79	1,444 33
	384 07			4,000 00	1,028 81
					2,945 96
				175 63	3,144 58
				962 06	482 38
					1,487 07
					1,387 06
h					6,220 16
		22 61			3,127 10
	15 50				19,186 60
					504 09
					1,059 72
				1,318 24	590 89
ry					3,785 22
	19 05				2,749 65
	242 37			49 58	1,074 72
				707 06	592 39
				137 65	3,893 37
			146 32	296 36	353 35
					1,832 95
					4,654 23

TABLE II—Continued.

Counties.	Tuition.	Books and election blanks.	Attorneys' fees.	Other treasurers.	All other expenditures.
Pope .....				\$198 00	\$847 14
Pulaski .....			\$98 75		748 25
Putnam .....					204 12
Randolph .....					4,256 82
Richland .....				19 84	1,029 40
Rock Island .....					1,743 15
Saline .....		\$15 09	15 00	283 85	50 00
Sangamon .....				671 84	2,846 60
Schuyler .....				293 35	265 71
Scott .....					618 92
Shelby .....					1,527 54
Stark .....					1,421 96
St. Clair .....	\$2 84			38 50	566 66
Stephenson .....					6,500 62
Tazewell .....				1,655 91	2,060 37
Union .....					1,170 77
Vermilion .....					2,875 99
Wabash .....					
Warren .....					3,170 68
Washington .....					1,171 19
Wayne .....					1,619 32
White .....	81 66			291 77	2,772 70
Whiteside .....		13 10		873 57	2,481 91
Will .....					6,788 47
Williamson .....		18 07	34 00		561 03
Winnebago .....					6,887 71
Woodford .....					2,946 53
Totals .....	\$2,271 97	\$230 80	\$1,101 15	\$18,625 52	\$306,906 77

TABLE II.—Continued.

ies.	Total ex- penditures for year end- ing Sept. 30, 1876.	Balance on hand.	Total of ex- penditures and balance.	Estimated value of school houses and grounds.	Estimated value of school ap- paratus.	Estimat'd value of school libraries.
	\$122,558 83	\$24,860 38	\$152,419 21	\$371,500	\$3,352	\$2,210
	17,887 30	9,998 36	27,885 66	24,230	1,235	200
	33,877 31	9,974 01	43,851 32	46,190	620	120
	27,036 59	12,177 13	39,213 72	68,325	565	375
	29,400 01	5,848 25	35,248 26	63,085	2,640	
	113,646 64	45,355 76	159,002 40	276,960	3,251	1,670
	13,709 78	3,339 08	17,048 86	16,315		
	56,074 76	18,642 42	74,717 18	113,325	1,303	2,227
	45,980 62	18,704 01	64,684 63	45,065	1,852	295
n.	129,029 81	44,914 19	173,944 00	271,475	3,034	1,100
	81,833 91	16,257 65	98,091 56	151,500	1,342	
	36,500 22	7,999 86	44,500 08	52,460	460	425
	32,237 10	5,066 35	37,303 45	74,368	892	459
	33,861 43	11,648 17	45,509 60	48,896	1,765	485
	70,333 24	13,723 08	84,056 32	141,964	3,341	310
	1,272,516 09	139,649 79	1,412,165 88	3,451,105	17,301	5,822
	30,525 77	5,001 60	35,527 37	42,550	1,270	
nd	24,501 14	3,597 04	28,098 18	37,905	1,018	
	83,394 37	27,283 78	110,678 15	138,995	2,135	862
	50,223 23	12,310 61	62,534 14	109,674	50	135
	48,361 85	15,405 39	63,767 24	103,650	2,070	220
	59,493 78	26,130 02	85,623 80	116,225	1,370	221
	65,665 52	18,283 74	83,951 26	96,989	695	175
	15,927 74	3,032 20	18,959 94	22,515	415	
	31,761 26	5,979 47	37,740 73	42,795	2,455	
	38,858 49	6,545 46	46,403 95	55,320	1,295	80
	47,395 34	13,298 08	60,693 42	62,740	1,469	478
	19,234 40	3,492 42	22,726 82	28,200	719	200
	102,954 15	37,345 69	140,299 84	254,235	7,013	737
	18,792 14	1,756 62	20,548 76	25,277	1,013	50
	67,813 54	22,562 94	90,366 48	127,416	1,465	175
	55,897 50	12,950 36	68,847 86	102,800	790	813
	20,540 45	2,047 48	22,587 93	33,373	845	
	96,508 48	19,640 79	116,149 27	219,385	3,807	580
	8,014 43	1,759 52	9,773 95	8,125	140	
l.	31,928 39	18,734 49	50,662 88	43,487	795	232
	112,436 02	56,565 74	169,001 76	229,345	4,371	1,598
	110,061 87	28,070 96	138,132 83	159,259	3,544	512
	37,594 15	6,660 79	44,254 94	34,270	1,510	165
	26,125 10	8,854 37	35,189 47	31,740	1,407	65
	30,021 50	5,897 52	35,919 02	45,500	211	
	44,447 75	9,455 28	53,903 03	89,035	2,355	223
	56,339 50	23,203 35	79,542 85	108,786	1,781	571
	13,525 73	1,672 34	15,198 07	18,168	1,062	80
	129,601 93	78,026 32	207,628 25	350,400	6,047	3,169
	25,161 62	19,666 73	44,828 35	161,732	2,905	1,046
	36,094 91	15,251 93	51,346 84	43,525	363	386
	110,929 18	48,699 17	159,628 35	294,125	2,161	1,024
	48,825 59	8,315 87	57,141 46	70,865	3,121	420
	204,301 23	68,507 34	272,808 57	411,915	3,897	2,661
	26,193 38	6,920 75	33,114 13	37,750	125	240
	87,798 38	31,254 97	119,053 30	184,625	1,438	2,687
a.	118,889 19	48,668 10	167,557 29	198,416	6,184	2,212
	102,078 57	22,647 08	124,725 65	196,557	2,776	201
	89,506 27	28,237 81	117,744 08	175,191	2,028	1,260
	76,149 53	37,199 85	113,349 38	160,040	3,164	40
	115,811 04	47,501 20	163,312 24	240,302	4,957	1,902
	42,316 94	10,607 82	52,924 76	96,308	619	129
	50,552 95	18,454 33	69,007 28	81,629	660	115
	62,135 70	31,185 17	93,320 87	105,006	1,499	511
	17,047 97	2,466 54	19,514 51	22,757	300	182
gh	79,530 60	21,314 39	100,844 99	156,996	2,127	545
	62,319 86	16,608 27	78,928 13	171,675	1,882	870
	200,456 69	64,382 90	264,839 59	431,128	3,864	737
	39,079 06	10,611 71	49,690 77	84,370	802	102
	56,364 76	20,710 40	77,075 16	97,719	2,264	887
	28,553 47	4,871 53	33,425 00	72,675	3,340	
ry	66,110 86	25,665 26	91,776 12	134,245	2,011	215
	93,150 38	42,333 24	135,483 62	100,884	504	534
	34,670 89	10,331 16	45,002 05	53,780	635	100
	90,378 46	25,892 91	125,271 37	201,340	3,040	365
	157,769 46	38,857 59	196,627 05	306,790	4,986	2,833

TABLE II.—Continued.

Counties.	Total ex- penditures for year end- ing Sept. 30, 1876.	Balance on hand.	Total ex- penditures and balance.	Estimated value of school houses and grounds.	Estimated value of school ap- paratus.	Estimated value of school libraries.
Perry .....	\$28,484 57	\$10,127 07	\$38,611 64	\$53,628	\$1,724	\$215
Platt .....	45,215 68	14,598 62	59,814 30	65,425	1,931	115
Pike .....	79,754 98	20,682 90	100,437 88	187,922	2,185	551
Pope .....	16,852 73	2,641 01	19,493 74	17,787	207	75
Pulaski .....	13,164 84	2,148 31	15,311 15	12,453	450	80
Putnam .....	17,538 44	4,630 99	22,169 43	35,600	1,388	286
Randolph .....	49,722 70	23,249 24	72,971 94	80,564	2,749	54
Richland .....	27,138 51	10,230 45	37,368 96	72,147	1,157	105
Rock Island ..	111,682 52	26,074 76	137,757 28	259,930	3,285	470
Saline .....	20,542 75	3,079 71	23,622 46	31,864	1,971	87
Sangamon .....	119,211 00	19,492 04	138,703 04	315,710	2,171	650
Schuyler .....	32,947 33	10,923 36	43,870 69	95,390	4,760	110
Scott .....	25,870 53	9,261 49	35,132 02	51,859	550	340
Shelby .....	56,537 12	12,957 73	69,494 85	101,362	997	291
Stark .....	44,507 97	21,407 76	65,915 73	92,825	1,020	540
St. Clair .....	190,803 54	57,532 03	238,335 57	242,922	5,185	1,045
Stephenson .....	58,571 94	20,717 80	79,289 74	201,400	1,303	801
Tazewell .....	99,102 82	41,758 19	140,861 01	204,630	11280	1,010
Union .....	28,146 51	12,050 73	40,197 24	64,515	669	.....
Vermilion .....	117,423 69	25,216 20	142,639 89	185,915	2,006	415
Wabash .....	15,184 22	3,604 18	18,788 40	29,100	5400	.....
Warren .....	67,573 65	30,232 60	97,806 25	99,080	1,230	497
Washington .....	37,696 80	8,985 24	46,682 04	77,732	1,513	135
Wayne .....	34,846 92	9,676 43	44,523 35	45,895	1,397	8
White .....	41,580 29	6,857 29	48,437 58	65,715	1,546	65
Whiteside .....	110,722 05	31,086 11	141,808 16	255,180	3,944	1,346
Will .....	120,826 87	35,834 14	156,661 01	289,964	8,526	2,144
Williamson .....	23,484 23	4,224 27	27,708 50	22,825	746	111
Winnebago .....	55,584 26	20,385 00	75,969 26	227,161	2,957	1,709
Woodford .....	68,643 75	13,005 72	81,649 47	109,716	2,587	233
Totals .....	\$7,526,109 26	\$2,106,618 55	\$9,634,727 81	\$15,821,625	\$220,268	\$63,977

## GENERAL STATISTICS BY COUNTIES.

## II.—Enumeration of children under 21 years of age, and between 6 and 21.

es.	No of males under 21 years of age.	No. of females under 21 years of age.	Whole No. persons under 21 years of age.	No. males between the ages of 6 and 21	No. females between the ages of 6 and 21.	Whole No persons between the ages of 6 and 21.
.....	14,621	14,199	28,820	10,766	8,423	19,189
.....	2,813	2,827	5,640	1,789	1,930	3,719
.....	3,838	3,754	7,592	2,594	2,472	5,066
.....	2,696	2,567	5,263	1,971	1,863	3,834
.....	3,589	3,409	6,998	2,491	2,383	4,874
.....	8,292	8,301	16,593	5,702	5,555	11,257
.....	2,107	2,012	4,119	1,423	1,369	2,792
.....	4,234	4,279	8,513	2,928	2,927	5,855
.....	3,497	3,485	6,982	2,365	2,345	4,710
.....	10,727	10,047	20,774	7,389	6,994	14,383
.....	7,180	6,939	14,119	5,020	4,726	9,746
.....	5,994	5,675	11,619	4,177	3,870	8,047
.....	4,217	4,175	8,392	2,944	2,931	5,875
.....	4,941	4,707	9,648	3,270	3,057	6,327
.....	6,960	6,468	13,428	4,969	4,540	9,509
.....	123,817	122,807	246,624	76,590	76,092	152,682
d	4,856	4,242	8,898	3,221	2,939	6,160
.....	3,755	3,471	7,226	2,615	2,447	5,062
.....	6,350	6,047	12,397	4,370	4,205	8,575
.....	4,898	4,713	9,611	3,353	3,046	6,399
.....	1,110	3,915	8,025	2,830	2,795	5,625
.....	4,855	4,708	9,563	3,454	3,486	6,940
.....	6,381	6,048	12,429	4,564	4,054	8,618
.....	2,193	1,999	4,192	1,487	1,351	2,838
.....	4,836	4,729	9,565	3,282	3,155	6,437
.....	6,099	5,816	11,915	4,255	3,831	8,086
.....	3,628	3,367	6,995	2,742	2,152	4,894
.....	4,171	4,066	8,237	2,853	2,644	5,497
.....	11,025	10,490	21,515	7,214	6,739	13,953
.....	3,894	3,288	6,682	2,239	2,224	4,463
.....	5,902	5,735	11,637	4,027	3,880	7,917
.....	3,923	4,042	7,965	2,788	2,832	5,620
.....	4,876	4,732	9,608	2,852	2,710	5,562
.....	10,011	9,799	19,810	6,992	6,781	13,773
.....	1,769	1,612	3,381	1,176	1,013	2,189
.....	2,817	2,285	5,502	1,992	1,856	3,848
.....	9,655	9,454	19,109	6,594	6,383	12,967
.....	8,995	8,393	17,388	6,156	5,747	11,903
.....	5,595	5,259	10,854	3,637	3,409	7,046
.....	4,274	4,355	8,629	2,743	2,700	5,443
.....	5,623	5,505	11,128	3,882	3,698	7,580
.....	4,420	3,877	8,297	2,946	2,562	5,508
.....	7,338	6,980	14,313	4,750	4,556	9,306
.....	3,671	3,483	7,154	2,388	2,287	4,675
.....	10,116	10,173	20,289	7,086	6,962	14,048
.....	7,353	7,112	14,465	5,005	5,044	10,049
.....	3,043	2,806	5,849	2,075	1,925	4,000
.....	9,512	9,632	19,144	6,459	4,686	11,145
.....	5,913	5,920	11,833	3,914	3,798	7,710
.....	16,938	17,434	34,412	11,256	11,804	23,060
.....	3,795	3,497	7,292	2,618	2,518	5,134
.....	7,110	6,997	14,107	4,977	4,860	9,837
.....	10,142	9,630	19,772	7,048	6,568	13,616
.....	6,522	6,232	12,754	4,525	4,231	8,756
.....	7,466	7,119	14,585	5,129	4,771	9,900
.....	8,747	9,487	19,234	6,771	6,443	13,214

TABLE III.—Continued.

	No. of males under 21 years of age.	No. of fe- males under 21 years of age.	Whole No. persons under 21 years of age.	No. males between the ages of 9 and 21	No. females between the ages of 9 and 21	Whole No. persons between the ages of 9 and 21.
Madison .....	12,617	13,876	26,293	8,526	8,254	16,780
Marion .....	6,172	5,802	11,974	4,333	4,103	8,436
Marshall .....	3,942	3,793	7,735	2,748	2,624	5,372
Mason .....	4,366	4,160	8,526	2,970	2,874	5,844
Massac .....	2,880	2,896	5,778	2,040	1,963	4,003
McDonough .....	7,570	7,139	14,709	5,119	5,205	10,324
McHenry .....	6,289	6,057	12,346	4,477	4,360	8,837
McLean .....	14,154	13,622	27,776	9,258	9,266	18,524
Menard .....	3,298	3,039	6,337	2,190	2,043	4,233
Mercer .....	5,321	4,974	10,295	3,430	3,150	6,580
Monroe .....	4,128	4,044	8,172	2,857	2,689	5,546
Montgomery .....	7,059	6,785	13,844	4,718	4,522	9,240
Morgan .....	8,150	7,833	15,983	5,694	5,381	11,075
Moultrie .....	3,540	3,539	7,079	2,448	2,524	4,972
Ogle .....	7,091	6,742	13,833	5,010	4,617	9,627
Peoria .....	12,545	12,776	25,361	8,723	9,006	17,729
Perry .....	4,130	3,860	7,990	2,829	2,528	5,357
Platt .....	4,232	3,791	8,023	2,927	2,592	5,519
Pike .....	8,837	8,681	17,518	6,073	5,927	12,000
Pope .....	3,717	3,511	7,228	2,430	2,153	4,583
Pulaski .....	2,381	2,357	4,738	1,564	1,474	3,038
Putnam .....	1,394	1,394	2,788	953	943	1,896
Randolph .....	6,394	6,151	12,545	4,261	4,049	8,310
Richland .....	4,142	4,032	8,204	2,875	2,772	5,647
Rock Island .....	9,134	9,028	18,162	6,139	6,102	12,241
Saline .....	4,627	4,506	9,133	3,191	3,048	6,239
Sangamon .....	15,243	15,018	30,266	10,803	10,600	21,403
Schuyler .....	4,533	4,358	8,889	3,120	2,972	6,092
Scott .....	2,866	1,748	5,614	1,999	1,814	3,813
Shelby .....	8,238	7,741	15,979	5,471	5,312	10,783
Stark .....	3,027	2,820	5,856	2,111	1,904	4,015
St. Clair .....	15,993	15,604	31,597	11,050	10,741	21,791
Stephenson .....	8,040	7,959	15,999	5,713	5,668	11,381
Tazewell .....	7,522	7,351	14,874	5,255	4,972	10,227
Union .....	4,791	4,486	9,277	3,309	2,904	6,213
Vermilion .....	10,263	10,123	20,386	6,935	6,804	13,739
Wabash .....	2,584	2,301	4,885	1,739	1,677	3,416
Warren .....	5,820	5,761	11,581	4,133	4,130	8,263
Washington .....	5,957	5,610	11,567	4,008	3,761	7,769
Wayne .....	5,858	5,470	11,328	4,104	3,646	7,750
White .....	5,805	5,640	11,445	3,927	3,742	7,669
Whiteside .....	7,777	7,411	15,188	5,366	4,997	10,363
Will .....	12,768	12,722	25,490	8,829	8,655	17,484
Williamson .....	5,410	5,037	10,447	3,548	3,106	6,654
Winnebago .....	6,770	7,034	13,804	4,646	4,908	9,554
Woodford .....	5,821	5,617	11,438	3,827	3,645	7,472
Total .....	756,688	739,646	1,496,334	511,897	490,524	1,002,421

TABLE X—Continued.

Counties.	Amount bor- rowed for building pur- poses.	Amount of district tax levy for sup- port of schools.	Amount of district tax levy for build- ing and re- pairs, furni- ture and apparatus.	Total amount of district tax levy.
Massac.....	\$400 00	\$11,460 18	\$858 00	\$12,318 18
McDonough.....	250 00	55,105 04	3,589 96	58,695 00
McHenry.....		44,008 35	75 00	44,083 64
McLean.....	6,158 00	137,885 26	3,075 65	131,560 91
Menard.....		33,695 45	700 00	34,395 45
Mercer.....	1,724 16	43,318 21	1,245 00	44,563 21
Monroe.....	1,550 00	19,419 15	3,166 35	22,586 50
Montgomery.....	5,800 00	40,184 46	8,417 51	48,601 97
Morgan.....	700 00	48,184 04	2,840 00	51,024 04
Moultrie.....	200 00	27,628 11	1,182 34	28,810 45
Ogle.....	24,250 00	75,160 63	5,490 00	80,650 63
Peoria.....	3,500 00	101,840 34	3,863 00	105,203 34
Perry.....	930 00	21,838 12	674 58	22,512 70
Platt.....	1,600 00	37,307 19	460 00	37,767 19
Pike.....	3,200 00	45,828 80	7,275 00	53,103 30
Pope.....	475 00	10,727 72	712 40	11,440 12
Pulaski.....		11,859 61	125 00	11,984 61
Putnam.....		12,299 70	50 00	12,349 70
Randolph.....	4,400 00	32,182 34	6,734 28	38,916 62
Richland.....	200 00	20,139 72	400 00	20,539 72
Rock Island.....	12,893 83	79,105 00	11,000 00	90,105 00
Saline.....	900 00	14,423 03	1,438 65	15,861 68
Sangamon.....	300 00	108,142 92	1,480 00	109,622 92
Schuyler.....	500 00	21,436 02	1,458 60	22,894 62
Scott.....	3,321 50	18,347 31	3,467 00	21,814 31
Shelby.....	662 00	52,423 34	1,447 00	53,870 34
Stark.....	1,191 25	34,063 78	810 00	34,873 78
St. Clair.....	1,157 00	132,541 23	2,550 00	135,091 23
Stephenson.....		51,777 10	5,819 38	57,596 48
Tazewell.....	1,950 00	68,957 44	1,024 29	69,981 73
Union.....	1,360 00	20,898 32	575 00	21,411 32
Vermilion.....	12,775 98	75,534 52	4,843 00	80,377 52
Wabash.....		9,576 27		9,576 27
Warren.....		53,783 76	1,141 09	54,924 85
Washington.....	3,973 00	20,029 17	6,825 00	26,854 17
Wayne.....	1,400 00	21,484 08	1,762 92	23,247 00
White.....	1,150 00	27,039 02	3,686 65	30,725 67
Whiteside.....	2,000 00	72,670 25	10,521 67	83,191 92
Will.....	580 00	93,481 17	7,690 00	101,171 17
Williamson.....		13,465 91	2,330 95	15,796 86
Winnebago.....	900 00	35,934 54	775 00	36,709 54
Woodford.....	2,987 00	42,186 83	2,273 00	45,442 83
Total.....	\$295,274 85	\$5,038,949 73	\$505,328 92	\$5,544,275 65



TABLE XI.—*Examinations for Teachers' Certificates, by Counties.*

Counties.	No. places No. of ex-aminations held where ex-aminations held during the year.	No. of male applicants for 1st grade cer-tificates examined.	No. of male ap-plicants for 2d grade cer-tificates examined.	No. of fe-male ap-plicants for 1st grade cer-tificates examined.	No. of fe-male ap-plicants for 2d grade cer-tificates examined.	Total No. of appli-cants ex-aminated.	Total No. 1st grade cer-tificates issued.	Total No. 2d grade cer-tificates issued.	No. male ap-plicants rejected.	No. fe-male ap-plicants rejected.	Total No. ap-plicants rejected.	
Adams.....	4	12	22	148	15	165	350	14	223	40	50	90
Alexander.....	21	26	5	15	10	18	48	10	35	2	1	3
Bond.....	1	12	7	74	9	58	148	16	106	14	12	26
Boone.....	4	7	3	25	12	100	140	11	93	4	3	38
Brown.....	2	52	6	27	11	57	101	17	71	3	10	13
Bureau.....	4	40	17	51	35	175	278	36	228	10	40	50
Calhoun.....												
Carroll.....	6	38	9	31	7	49	96	10	100	20	30	50
Cass.....	5	56	21	38	20	63	140	39	69	20	30	50
Champaign.....	1	24	27	106	38	197	370	60	253	22	35	57
Christian.....	1	8	180	240	50	140	570	30	253	22	35	57
Clark.....	4	50	25	85	10	90	210	10	90	40	70	110
Clay.....	5	37	5	99	3	97	204	3	127	33	41	74
Cleburne.....	2	51	15	39	3	24	81	18	63	5	7	12
Cline.....	3	54	70	81	54	139	344	107	135	44	58	102
Cook.....	1	19	10	74	58	128	470	171	281	39	23	57
Crawford.....	5	50	20	73	6	73	172	15	120	20	17	37
Cumberland.....	9	8	8	70	11	86	185	13	133	15	20	35
Cuthbert.....	5	25	10	46	17	65	164	9	184	15	15	30
De Kalb.....	1	20	20	50	10	80	145	30	193	17	31	48
De Witt.....	2	24	20	62	15	77	177	27	146	6	4	10
Douglas.....	2	20	4	50	5	55	163	7	121	59	97	176
DuPage.....	4	16	40	82	22	104	324	32	288	3	2	5
Duval.....	2	21	2	16	0	17	35	2	28	21	12	33
Edwards.....	2	40	70	9	6	56	126	5	88	83	43	74
Essex.....	2	75	25	9	14	76	136	12	83	10	10	20
Fayette.....	3	31	9	48	8	64	126	4	148	30	54	84
Ford.....	5	14	25	33	34	16	235	26	36	30	30	60
Franklin.....	5	75	62	194	21	310	600	66	450	38	24	62
Gallatin.....	1	8	24	36	18	25	106	26	44	100	18	30
Greene.....	4	25	40	80	44	124	182	40	100	12	27	40
Grundy.....	3	33	10	25	45	97	167	42	127	4	1	5
Hamilton.....	3	6	12	90	15	117	195	6	65	14	12	26
Hampton.....	3	90	18	120	17	140	245	35	229	10	2	31
Hancock.....	2	40	10	30	10	140	50	5	33	10	12	23
Hardin.....	4	40	42	31	54	181	554	25	380	30	36	174
Henderson.....	4	35	18	17	10	61	120	18	63	12	2	31
Henry.....	4	35	42	17	10	181	554	25	380	30	36	174



TABLE V.—Continued.

Counties.	Average No. of months schools sustained.	Whole No. of male pupils enrolled.	Whole No. of female pupils enrolled.	Whole No. of male teachers.	Whole No. of female teachers.	Total number of teachers.	Whole No. of months of male teachers.	Whole No. of months of female teachers.	Whole No. of months of male teachers.	Whole No. of months of female teachers.	Total No. of months taught.	Grand total No. of days' attendance.
Henry.....	7.5	5,358	4,876	10,234	141	289	430	631	1,267	1,898	1,015,367	
Iroquois.....	6.8	4,959	4,635	9,594	147	296	443	697	1,184	1,881	1,754,958	
Jackson.....	5.6	2,190	1,978	4,168	65	52	117	143	310	656	309,185	
Jasper.....	6.	2,878	2,202	4,580	84	59	143	372	216	588	267,820	
Jefferson.....	6.4	3,011	3,075	6,086	100	103	203	372	197	635	343,208	
Jersey.....	7.	2,063	1,850	3,943	53	51	104	315	272	587	306,380	
Jo Daviess.....	7.2	3,820	3,365	7,185	80	155	235	308	668	1,066	668,570	
Johnson.....	5.1	1,887	1,711	3,598	53	5	58	274	22	296	153,952	
Kane.....	8.	4,869	4,750	9,619	81	265	336	384	1,533	1,927	1,427,793	
Kankakee.....	7.3	3,417	3,197	6,614	89	200	289	377	1,005	1,382	492,843	
Kendall.....	7.6	1,437	1,404	2,841	45	86	131	246	446	711	270,291	
Knox.....	8.	4,748	4,427	9,175	106	298	404	449	1,440	1,888	974,890	
Lake.....	7.4	2,728	2,501	5,229	70	161	231	319	713	1,032	471,741	
LaSalle.....	8.	8,341	8,111	16,452	245	424	669	1,007	1,767	2,774	1,507,448	
Lawrence.....	7.	1,965	1,907	3,872	63	38	101	303	154	457	218,737	
Lee.....	7.4	3,947	3,569	7,512	124	302	426	660	701	1,381	615,797	
Livingston.....	7.3	5,581	5,467	11,048	194	111	305	814	1,379	2,193	988,176	
Logan.....	8.4	3,114	2,856	5,970	118	128	246	704	613	1,317	603,006	
Macon.....	7.1	3,890	3,468	7,358	128	130	258	676	596	1,272	753,827	
Madison.....	8.	5,188	4,782	9,970	152	109	261	777	731	1,410	811,913	
Marion.....	6.3	2,122	2,041	4,163	86	79	165	806	731	1,537	1,056,854	
Marshall.....	8.3	2,211	2,069	4,280	64	107	171	400	387	797	496,793	
Massac.....	6.	1,835	1,822	3,657	38	86	124	302	556	858	388,119	
McDonough.....	6.8	4,014	4,220	8,234	127	16	54	387	104	494	440,550	
McHenry.....	7.3	3,379	3,249	6,628	104	178	282	570	843	1,413	188,245	
McLean.....	7.7	1,823	1,847	3,670	204	303	507	487	879	1,346	789,826	
Mendard.....	7.3	3,127	2,798	5,925	58	51	109	344	251	2,740	558,866	
Mercer.....	7.8	1,434	1,222	2,656	98	153	251	476	549	1,025	292,266	
Monroe.....	6.3	2,666	2,461	5,127	44	17	61	287	113	1,025	498,582	
Montgomery.....	7.3	3,461	3,461	6,922	99	136	235	225	584	1,109	185,179	
Morgan.....	8.2	3,810	3,572	7,382	99	85	184	654	544	1,198	685,822	
Moultrie.....	6.6	1,989	1,809	3,797	71	63	134	350	382	1,009	778,998	
Ogle.....	7.2	4,149	3,782	7,931	64	212	276	376	545	1,198	313,043	
Peoria.....	8.3	5,637	5,290	10,927	122	208	330	408	493	2,108	1,196,949	
Perry.....	7.2	1,817	1,662	3,479	102	148	250	302	403	796	371,444	
Platt.....	7.	2,324	1,962	4,286	80	148	228	414	340	668	271,444	

Richland.....	6.4	2,361	2,212	4,573	69	66	135	534	323	657	390,332
Rock Island.....	7.4	4,226	4,086	8,322	80	117	197	353	1,032	1,385	945,797
Saline.....	5.5	2,241	1,934	4,175	62	15	77	329	68	1,386	233,628
Sangamon.....	7.8	6,061	5,435	11,496	149	168	317	915	908	1,890	1,157,709
Schuyler.....	6.7	2,322	2,423	4,745	71	71	179	295	478	703	367,110
Scott.....	2.8	1,452	1,319	2,771	47	30	77	265	149	407	221,417
Shelby.....	6.7	4,082	3,815	7,897	154	81	235	807	403	1,210	750,919
Stark.....	7.8	1,605	1,680	3,285	53	108	161	229	471	700	307,733
St. Clair.....	7.5	5,856	5,182	11,038	142	89	231	640	759	1,839	1,367,333
Stephenson.....	7.2	4,526	5,279	8,805	130	166	296	592	904	1,544	809,114
Tazewell.....	7.9	3,511	3,588	7,099	112	143	255	515	638	1,230	719,081
Union.....	5.4	2,337	2,004	4,341	61	31	92	315	186	501	196,572
Vermilion.....	6.8	6,192	5,672	11,864	168	222	390	777	1,007	1,784	947,430
Wabash.....	6.2	1,375	1,220	2,595	45	34	79	155	136	351	188,293
Warren.....	7.1	3,089	3,212	6,301	122	188	310	514	816	1,330	591,683
Washington.....	7.7	2,302	2,046	4,348	74	56	130	359	245	604	320,290
Wayne.....	6.1	3,353	3,049	6,402	111	68	179	505	252	757	423,307
White.....	6.4	2,671	2,581	5,252	106	37	143	467	206	693	361,690
Whiteside.....	7.8	4,183	3,837	8,020	120	98	218	570	1,028	1,597	883,686
Will.....	7.4	6,120	5,919	12,035	115	284	339	541	1,717	2,558	1,230,535
Williamson.....	5.5	2,584	2,419	5,003	63	34	97	328	1,167	495	271,110
Winnebago.....	7.6	3,757	3,721	7,478	70	221	291	318	1,246	1,564	790,368
Woodford.....	7.4	3,296	2,683	5,920	79	123	215	408	660	1,088	546,347
Totals.....	7.1	361,552	345,181	706,733	9,475	12,317	22,292	49,196	66,606	112,802	63,545,650

TABLE VI—Showing the number of Graded Schools, number of months taught in Graded Schools; number of Ungraded Schools, number of months taught in same; number of High Schools and the number of Pupils and Teachers in Private Schools.

Counties.	No. of graded schools	No. months taught in graded schools.	No. ungraded schools in township.	No. months taught in ungraded schools.	No. of public high schools.	No. of private schools	Male pupils in private schools.	Female pupils in private schools.	Total No. of pupils in private schools.	Total No. of teachers in private schools.
Adams	16	679	171	1,276	1					
Alexander	1	8	1	8	1					3
Bond	3	24	73	480		1	44	52	96	6
Boone	2	144	70	531		2		100	100	
Brown	2	16	56	366		2				3
Bureau	13	474	302	1,459	1	5	43	37	80	5
Calhoun	1	7	32	209						
Carroll	6	223	99	699		2	23	181	204	12
Cass	4	76	73	517		3	107	126	233	8
Champaign	15	549	228	1,617		5	223	189	412	10
Christian	7	61	139	1,002	7					
Clark	2	14	100	641						
Clay	6	39	90	508	1					
Clinton	2	17	68	450						
Coles	8					7	168	200	368	9
Cook	115	9,313	181	377	1	3	151	126	277	4
Crawford	1	28	94	633	9	232	10,060	11,269	21,329	403
Cumberland	3	60	87	518		3	36	44	80	4
DeKalb	9	89	4	805	3	3	67	123	190	4
DeWitt	4	195	95	646	2	2	17	23	40	2
Douglas	5	95	86	640	1					
DuPage	7	127	91	641	1	15	416	336	752	19
Edgar	4	194	131	881	1	2	25	40	65	3
Edwards	3	48	44	246		2	30	30	60	2
Effingham	7	37	70	459	2	3				3
Fayette	3	86	117	722						
Ford	2	18	89	680		1	24	46	70	3
Franklin	2	11	58	325						
Fulton	13	132	176	1,384	12	2	14	16	30	2
Gallatin	1	8	59	405						
Greene	5	91	88	728	1	1	25	25	50	2
Grundy	3	213	91	648		3	100	100	200	21
Hamilton										
Hancock	18	474	121	1,149	1	4	125	135	260	4
Hardin			29	159						
Henderson	2	39	72	543		1		2	2	1
Henry	8	511	187	1,387	4					
Iroquois	11	303	228	1,578		4	73	97	170	8
Jackson	2	8	96	524		2	23	20	43	5
Jasper			97	588		3	45	69	114	
Jefferson	1	8	106	627						
Jersey	4	37	68	452	1	3	81	82	163	
JoDavies	22	241	93	636		5	419	411	830	17
Johnson	1	6	54	278		1	8	12	20	1
Kane	14	889	121	1,038	3	9	334	372	706	20
Kankakee	3	68	140	1,015	4	5	250	292	542	16
Kendall	3	119	79	592		2	18	25	43	2
Knox	10	629	171	1,259	6	9	487	462	949	47
Lake	7	213	111	819	1	10	330	325	655	30
LaSalle	14	578	270	1,949	7	16	571	596	1,167	22
Lawrence	5	30	66	409						
Lee	10	90	142	1,082	3	4	106	107	213	9
Livingston	8	363	247	1,830		1	9	18	27	1
Logan	7	70	120	965	1	7	179	199	378	8

TABLE VI—Continued.

Counties.	No. of graded schools	No. months taught in graded schools.....	No. ungraded schools in township.....	No. months taught in ungraded schools...	No. of public high schools.....	No. of private schools	Male pupils in private schools.....	Female pupils in private schools.....	Total No. of pupils in private schools.....	Total No. of teachers in private schools..
Albin.....	5	45	123	1,008	1	4	12	20	32	1
Alcona.....	17	436	153	1,063		17	540	459	999	29
Alf.....	22	490	111	871	1	18	610	751	1,361	38
Alpena.....	9	277	98	599	2	4	150	21	171	4
Beaumont.....	6	249	79	617		1	90	112	202	9
Benoni.....	3	189	92	695		1	8	12	20	1
Berrien.....	1	8	39	223		2	58	41	99	2
Birmingham.....	12	336	143	1,077	3	12	68	79	147	5
Boji.....	8	73	141	1,025	2	4	11	31	42	4
Calhoun.....	24	115	237	1,737	1	1	10	17	27	1
Camden.....	4	128	59	467	3	3	39	43	82	3
Cass.....	7	210	112	842		2	115	90	205	5
Charlevoix.....	2	90	51	310						
Cheboygan.....	6	220	131	889	2	2	159	220	379	8
Chippewa.....	9	304	302	755		1	10	11	21	1
Circuit.....	2	9	73	551						
Crawford.....	8	374	164	1,205	4					
Cross.....	11	784	154	1,221	3	13	884	801	1,685	34
Dakota.....	3	94	63	396		4	78	82	160	4
Dawson.....	3	24	90	673						
De Kalb.....	8	141	928	146	2	3	18	43	61	3
Detroit.....	1	8	58	301						
Dodge.....	1	6	40	209						
Dumont.....	4	50	30	251		1	10	8	18	1
Elgin.....	11	165	89	557		14	353	317	670	17
Emmet.....	2	18	86	517						
Essex.....	20	717	96	703	3	2	135	125	260	3
Franklin.....	3	20	65	354		1	23	11	34	1
Gem.....	19	556	168	1,269	1	5	45	95	140	13
Genesee.....	1	90	91	612						
Grand Island.....	3	102	42	294		1	17	16	33	1
Grant.....	6	60	148	1,011		5	47	46	93	4
Greene.....	6	165	70	535						
Gratiot.....	24	213	115	839	1	17	627	722	1,349	26
Hamlin.....	11	325	157	1,531	2	4	101	105	206	7
Harrison.....	7	50	112	907	3	4	95	115	210	4
Hawthorne.....	8	136	64	348						
Hillsdale.....	9	122	132	887	1	5	94	120	214	7
Houghton.....	7	65	46	272						
Howell.....	9	307	129	1,023						
Imperial.....	8	83	86	521		8	135	134	269	6
Ingham.....	3	26	120	699	1	2	17	20	37	2
Ionia.....	7	177	82	515		1	9	7	16	1
Ipswich.....	11	117	134	1,071		1	20	20	40	5
Isham.....	18	939	185	1,319	3	23	775	856	1,631	28
Jackson.....						1	5	10	15	1
Jagoda.....	8	695	117	860	5	4	275	125	400	16
Jordan.....	10	227	116	856		3	70	80	150	3
Totals.....	810	27,727	11,514	74,031	128	582	19,354	22,052	41,406	1,017

TABLE VII—*Showing condition of district libraries, school lands, and the number and kind of school houses.*

Counties.	No. districts having libraries.	No. volumes bought during year for district libraries.	Whole No. of volumes in district libraries.	No. acres of school land sold during year.	No. of acres of school land remaining unsold	No. of stone school houses.	No. of brick school houses.	No. of frame school houses.	No. of log school houses.	Whole No. of school houses in the county.	No. of school houses built during the year.
Adams	11		655			22	45	98	8	181	5
Alexander	1		300		80		2	20	10	32	
Bond	3		170				11	68		79	4
Boone	3	33	249			2	6	80		74	
Brown							5	46	5	56	2
Bureau	14		540		600	4	18	198		216	
Calhoun							2		4	32	
Carroll	9	100	1,234			1	14	93		107	2
Cass	2		291		180		11	56		67	1
Champaign	5	63	465		320		13	218		231	4
Christian							7	138		145	
Clark							1	63	23	100	
Clay	11	479	758				94	69	9	89	3
Clinton	6	100	528				11	58	1	70	
Coles	6	50	777				11	110	1	122	1
Cook	114	615	7,568		1,681.5	5	88	192		285	11
Crawford							3	75	15	93	
Cumberland							5	86	14	87	5
DeKalb	17	49	789				6	153		159	
DeWitt	4		209				7	88		95	1
Douglas	2	77	111				6	84	1	91	1
DuPage	12	58	693		3	3	6	90		99	
Edgar	6		155				17	111	6	134	6
Edward	1		25		40		8	31	8	47	
Effingham					40		10	58	6	74	6
Fayette							4	105	6	117	
Ford	4	34	308		3,620		1	89		90	
Franklin			40				1	51	9	61	3
Fulton	12	26	518		360		36	165	2	203	4
Gallatin							1	40	22	56	5
Greene	7		240	40		4	11	78		91	
Grundy	13	30	903	30		1	5	89	1	96	2
Hamilton							1	46	16	63	
Hancock	16	19	415			6	17	161		184	
Hardin						1	2	11	16	30	1
Henderson	10	1	144		320	5	4	62		71	
Henry	18	29	1,432				21	184		205	
Iroquois	16	154	511	80	201		4	231	1	236	6
Jackson	3		190		40		14	61	22	97	2
Jasper	1	184	184		90		19	67	5	91	1
Jefferson							6	80	21	107	6
Jersey	4		323		40	3	9	51	6	69	2
JoDavies	14	70	394			37	30	62		129	3
Johnson	1	144	144				2	21	29	52	
Kane	23	29	2,703			9	43	91		143	
Kankakee	14	40	547		800	6	5	134		145	
Kendall	12	8	363			2	2	78		82	
Knox	20	21	1,308				20	170		190	1
Lake	18	50	539				13	105		118	
LaSalle	28	15	1,265	29½	562½	2	21	284		307	5
Lawrence							5	55	9	69	4
Lee	15		504		640	2	11	151		164	2
Livingston	28		502		840			268		262	5
Logan	7		83		6		4	114		121	4
Macon	4	25	655		600		10	118		138	

TABLE VII—Continued..

Counties	No. of school houses built during the year	Whole No. of school houses in the county	No. of log school houses	No. of frame school houses	No. of brick school houses	No. of stone school houses	No. of acres of school land remained unsold	No. acres of school land sold during year	Whole No. of volumes in district libraries	No. volumes bought during year for district libraries	No. districts having libraries
Alameda	2	180		166	14				1,595	48	3
Albany	3	135		86	49						21
Alfonso		107		84	10						3
Alhambra	1	80		71	9				75	40	4
Altamont	2	99		93	5		30				10
Amherst		39		22	1				381	69	4
Anderson	1	155		145	10						2
Angel	4	146		94	45	7	15		611	83	14
Antelope		269		253	16		880		203	14	11
Apache		62		35	27				145		3
Arizone	4	117		112	4		480		602	10	22
Armstrong		51		17	16	3			215	15	5
Aspen	5	135		115	20				205	5	7
Auraria	2	116		95	21				21		
Aurora		83		79	3		40				
Aurora	4	182		147	21	12			1,612		21
Aurora	5	162		128	27	7			1,722	88	29
Aurora	3	65		53	5						
Aurora	2	95		89	6						
Aurora	7	154		116	38	3	640		229		2
Aurora	2	60		23	1		44	250	80		
Aurora	1	38		22							
Aurora		34		33	1				210	12	1
Aurora	4	102		61	24	1			85		4
Aurora	3	84		73	5		40		240	70	3
Aurora	2	115		102	12	1	80		388	62	6
Aurora	3	69		35	3				60		7
Aurora		182		147	35				3,205		9
Aurora	3	87		77	8				195		1
Aurora	1	44		31	13				264	30	4
Aurora	1	157		136	9				62	2	7
Aurora	3	75		71	4						
Aurora	3	133		49	82	1	3		573	24	11
Aurora	2	152		94	29	28			779	18	15
Aurora	2	120		110	9				816	120	15
Aurora	1	72		54	2		2				
Aurora	11	209		188	20				689		19
Aurora	1	48		41	4						
Aurora	1	139		135	4				150	18	3
Aurora	3	80		70	10				255		10
Aurora	8	117		88	2		80		27		1
Aurora	3	87		61	4		120				
Aurora		146		124	20		2		40	650	26
Aurora	3	210		196	2	12			96	64	32
Aurora		84		37				160	1,288	8	2
Aurora		133		98	12	23			1,497	33	24
Aurora	1	115		109	5				125	17	9
Totals	212	11,874	575	9,740	1,739	220	13,841	459	49,310	4,030	899



TABLE VIII—Showing amount of Township Fund, amount loaned proceeds from sale of school lands.

Counties.	Principal of township fund.	Amount of township fund loaned.	Amount loaned on personal security.	Amount loaned on real estate security.	Net proc of sch lands during year.
Adams	\$41,674 61	\$40,154 88	\$30,697 23	\$8,457 65	\$1.1
Alexander	11,672 55	9,222 00	3,736 91	5,485 09	2
Bond	19,035 85	18,300 40	13,485 32	4,875 08	
Boone	14,385 53	13,352 65	11,493 63	1,859 02	
Brown	14,427 22	14,427 22	10,884 15	3,543 07	
Bureau	56,386 05	55,455 51	38,545 13	16,910 38	3
Calhoun	8,243 79	8,186 09	6,883 60	1,302 40	
Carroll	60,382 35	64,519 61	22,536 93	41,982 68	
Cass	38,389 05	36,366 47	13,090 98	23,275 49	
Champaign	174,757 37	173,216 70	73,442 82	99,773 88	
Christian	56,021 53	56,021 53	19,656 22	36,365 31	
Clark	24,560 69	24,539 94	21,655 28	2,884 66	
Clay	31,286 02	30,876 69	23,607 77	7,268 92	
Clinton	20,974 89	20,562 57	16,925 93	9,677 24	
Coles	53,813 11	53,508 79	21,796 12	31,762 67	
Cook	473,067 07	466,941 91	43,641 90	423,350 09	
Crawford	21,542 49	21,209 55	13,819 01	7,390 54	
Cumberland	23,465 87	23,208 83	17,217 90	5,990 93	
DeKalb	45,866 59	45,355 22	23,753 41	21,907 77	
DeWitt	27,580 58	27,580 58	9,474 24	18,106 34	
Douglas	60,221 70	60,134 80	18,763 06	41,371 74	
DuPage	18,864 47	18,336 38	12,380 82	5,955 56	
Edgar	56,010 73	56,010 73	35,970 80	20,039 93	
Edwards	16,851 99	16,432 84	10,522 38	5,910 46	
Elmington	15,533 96	15,508 96	9,242 31	6,266 70	
Fayette	34,928 80	34,928 80	29,480 26	5,448 54	
Ford	146,799 14	131,482 04	30,208 21	101,273 43	
Franklin	5,984 60	5,930 60	5,465 95	465 35	
Fulton	45,741 35	45,003 11	27,429 59	17,573 52	
Gallatin	18,854 29	18,538 26	10,447 71	8,090 55	5
Greene	38,166 07	37,061 92	15,004 92	22,057 00	2
Grundy	52,165 74	50,626 44	12,332 24	38,294 20	1
Hamilton	28,043 00	27,943 00	24,133 90	3,809 10	
Hancock	83,845 02	83,043 74	48,537 00	34,506 74	
Hardin	6,421 50	6,392 45	5,570 45	822 00	
Henderson	21,672 96	21,461 09	15,296 87	6,164 22	
Henry	106,538 34	103,853 63	38,994 00	64,859 63	
Iroquois	140,613 98	138,898 69	36,737 61	102,161 08	3
Jackson	10,430 41	10,004 61	7,060 63	2,943 98	
Jasper	35,214 33	35,214 33	22,315 59	12,898 74	
Jefferson	16,191 71	15,975 61	13,911 76	2,063 85	
Jersey	40,493 22	37,993 16	22,978 02	15,015 14	
JoDavies	51,310 50	48,516 05	20,677 48	27,838 59	
Johnson	8,660 67	8,653 67	7,287 27	1,386 40	
Kane	40,124 98	35,651 30	19,066 26	165,850 04	
Kankakee	73,759 82	73,056 56	17,186 05	55,870 51	
Kendall	23,926 78	23,289 49	11,805 85	11,483 64	
Knox	37,365 35	36,982 35	17,793 21	19,189 14	
Lake	46,469 71	44,453 08	20,605 67	23,847 41	
LaSalle	135,219 16	128,308 06	34,247 49	94,060 57	5
Lawrence	17,609 13	17,554 13	11,047 45	6,506 68	
Lee	61,906 37	57,690 12	28,263 71	29,426 41	3
Livingston	204,293 34	200,846 61	87,654 00	113,192 61	
Logan	49,231 96	48,386 96	17,349 60	31,037 36	
Macon	85,272 91	84,300 18	28,821 60	55,478 58	
Macoupin	47,175 62	45,079 08	29,173 34	15,905 74	
Madison	62,507 04	56,354 19	28,463 04	27,891 15	
Marion	17,620 16	17,421 11	14,461 87	2,959 24	
Marshall	37,631 34	37,251 24	18,518 84	18,732 40	
Mason	42,247 69	42,074 21	17,592 41	24,481 80	
Massac	10,924 46	10,842 66	6,596 31	4,248 35	

TABLE VIII—Continued.

Counties.	Principal of township fund.	Amount of township fund loaned.	Amount loaned on personal security.	Amount loaned on real estate security.	Net proceeds of school lands sold during the year.
Albany	\$28,881 58	\$28,588 61	\$15,681 99	\$12,906 62	
Albany	42,365 73	40,713 02	21,235 17	19,477 85	
Albany	158,177 14	151,711 71	69,169 41	82,542 30	
Albany	14,044 56	13,593 68	5,233 48	8,360 20	
Albany	29,849 83	29,544 03	23,290 10	6,353 83	
Albany	25,124 87	24,840 42	12,248 16	6,752 70	
Albany	83,074 07	80,114 67	31,027 69	49,086 98	
Albany	46,453 00	42,677 71	15,930 13	26,747 58	
Albany	14,851 88	14,208 81	10,397 83	3,810 98	
Albany	79,462 34	79,257 13	40,165 69	39,092 44	
Albany	56,627 33	55,679 53	33,557 20	22,122 33	
Albany	15,128 50	14,693 95	12,223 40	2,470 55	
Albany	41,183 84	39,141 84	13,920 65	25,221 19	
Albany	56,865 40	56,009 29	39,000 66	17,008 63	
Albany	11,138 14	10,738 34	9,426 34	1,312 00	
Albany	11,453 96	11,413 52	3,101 72	8,311 80	\$201 15
Albany	21,704 12	21,483 76	11,189 01	10,294 75	
Albany	25,885 29	25,144 48	14,731 58	10,412 90	
Albany	21,768 16	21,735 60	15,196 18	6,519 42	
Albany	34,725 63	32,445 01	11,610 86	20,834 15	
Albany	8,739 28	8,739 28	6,781 78	1,957 50	
Albany	51,045 15	50,352 16	28,913 05	21,439 11	
Albany	34,375 24	34,143 29	20,757 57	13,385 72	
Albany	14,439 28	13,104 11	8,264 32	3,839 19	
Albany	51,688 29	51,688 29	34,640 55	17,047 74	
Albany	12,688 36	12,365 24	7,517 77	4,847 47	
Albany	67,005 12	64,011 03	24,089 13	39,921 90	
Albany	42,729 75	41,661 54	18,824 31	22,837 23	
Albany	53,887 88	51,454 24	34,918 52	16,535 72	
Albany	8,426 30	7,224 40	5,961 40	2,263 00	
Albany	126,721 93	124,613 45	81,030 02	43,588 43	
Albany	11,825 37	11,635 75	7,382 48	4,253 27	
Albany	23,386 71	22,861 71	19,868 98	2,992 73	
Albany	30,178 74	29,753 00	20,421 45	9,331 55	
Albany	33,917 48	33,908 38	28,376 31	5,532 07	
Albany	15,074 13	14,883 54	12,073 39	2,810 15	
Albany	18,529 85	192,821 58	71,203 91	121,617 67	556 50
Albany	112,949 66	109,881 41	59,407 39	50,474 02	
Albany	8,511 25	8,511 25	6,083 27	2,427 98	75 00
Albany	41,127 77	30,898 27	20,834 44	18,063 83	
Albany	62,361 97	61,363 92	33,312 67	28,051 25	
Totals	\$5,211,781 37	\$5,070,393 16	\$2,284,659 14	\$2,785,734 02	\$5,016 78

TABLE IX—*Showing Wages of Teachers, by Counties.*

Counties.	Highest monthly wages paid any male teacher.	Highest monthly wages paid any female teacher.	Lowest monthly wages paid any male teacher.	Lowest monthly wages paid any female teacher.	Average monthly wages paid male teachers.	Average monthly wages paid female teachers.
Adams .....	\$168 00	\$85 00	\$20 00	\$12 00	\$47 40	\$31 90
Alexander .....	133 33	77 77	25 00	25 00	36 84	21 68
Bond .....	141 17	40 00	17 00	12 50	38 60	24 45
Boone .....	122 22	44 00	20 00	14 00	40 76	36 33
Brown .....	156 25	60 00	20 00	16 00	48 28	24 47
Bureau .....	166 60	55 00	22 00	20 00	49 08	31 91
Calhoun .....	60 00	50 00	20 00	16 00	45 39	32 47
Carroll .....	135 00	50 00	20 00	18 00	43 57	27 74
Cass .....	112 50	70 00	25 00	25 00	59 44	41 73
Champaign .....	166 66	75 00	25 00	15 00	44 29	32 18
Christian .....	112 50	50 00	20 00	16 50	43 97	27 31
Clark .....	100 00	50 00	19 00	15 00	37 50	23 50
Clay .....	100 00	50 00	18 00	10 00	35 51	23 60
Clinton .....	90 00	45 00	25 00	20 00	45 80	34 98
Coles .....	166 66	60 00	18 00	15 00	48 98	40 60
Cook .....	225 00	155 00	28 00	20 00	67 70	42 25
Crawford .....	85 00	60 00	18 20	10 00	38 59	24 99
Cumberland .....	75 00	37 50	19 00	12 50	34 63	21 79
DeKalb .....	143 00	71 00	22 00	18 00	41 86	30 77
DeWitt .....	140 00	55 00	22 00	20 00	42 50	27 90
Douglas .....	162 50	65 00	25 00	15 00	51 82	29 58
DuPage .....	111 11	88 80	20 00	16 00	49 47	32 62
Edgar .....	176 46	86 00	20 00	16 50	44 71	33 33
Edwards .....	83 33	40 00	25 00	18 00	38 82	25 00
Effingham .....	75 00	40 00	20 00	15 00	35 97	27 84
Fayette .....	90 00	45 00	18 00	15 00	37 36	23 70
Ford .....	125 00	70 00	22 00	22 50	41 39	33 72
Franklin .....	65 00	60 00	25 00	20 00	39 03	26 48
Fulton .....	144 45	65 00	20 00	17 00	44 49	28 08
Gallatin .....	90 00	40 00	15 00	13 00	39 96	30 63
Greene .....	133 33	60 00	25 00	18 00	50 30	37 30
Grundy .....	150 00	60 00	27 00	15 00	45 57	29 60
Hamilton .....	65 00	35 00	25 00	15 00	34 84	26 31
Hancock .....	133 33	50 00	20 00	12 00	47 07	29 00
Hardin .....	55 00	40 00	25 00	12 00	32 64	28 83
Henderson .....	70 00	45 00	25 00	20 00	42 16	32 33
Henry .....	166 67	72 00	24 00	20 00	48 56	32 83
Iroquois .....	130 00	60 00	20 00	12 00	40 25	27 17
Jackson .....	100 00	60 00	25 00	20 00	42 84	35 53
Jasper .....	57 00	35 00	17 50	13 00	33 26	20 34
Jefferson .....	100 00	60 00	20 00	15 00	31 80	25 73
Jersey .....	225 00	60 00	30 00	18 00	50 00	35 21
Jo Daviess .....	120 00	50 00	20 00	15 00	45 18	25 00
Johnson .....	70 00	60 00	22 00	20 00	35 85	31 66
Kane .....	210 00	73 00	25 00	16 00	53 60	31 23
Kankakee .....	100 00	65 00	19 75	15 00	41 06	28 57
Kendall .....	100 00	60 00	20 00	17 00	49 93	30 69
Knox .....	166 00	50 00	20 00	18 00	55 29	22 02
Lake .....	140 00	65 00	18 00	16 00	39 90	37 84
LaSalle .....	165 00	77 00	25 00	17 00	49 20	34 30
Lawrence .....	65 00	40 00	17 50	12 50	39 84	26 64
Lee .....	150 00	62 00	20 00	18 00	43 13	30 40
Livingston .....	125 00	55 00	25 00	20 00	43 14	33 25
Logan .....	133 33	66 66	25 00	23 00	53 51	36 99
Macon .....	167 00	77 00	30 00	25 00	50 76	33 40
Macoupin .....	100 00	60 00	25 00	17 50	46 25	34 54
Madison .....	171 00	75 00	30 00	22 00	58 19	36 65
Marion .....	111 00	50 00	18 00	15 00	36 30	22 39
Marshall .....	111 11	60 00	25 00	20 00	52 46	34 26
Mason .....	125 00	55 00	25 00	20 00	46 65	38 01
Massac .....	106 25	65 00	20 00	13 00	38 83	26 16

TABLE IX --Continued.

Counties.	Highest monthly wages paid any male teacher.	Highest monthly wages paid any female teacher.	Lowest monthly wages paid any male teacher.	Lowest monthly wages paid any female teacher.	Average monthly wages paid male teachers.	Average monthly wages paid female teachers.
rough .....	\$125 00	\$60 00	\$20 00	\$15 00	\$46 68	\$27 32
ary .....	141 17	55 00	15 00	9 00	41 96	24 80
in .....	111 11	90 00	11 00	18 00	47 23	35 05
d .....	100 00	50 00	25 00	20 00	52 75	36 64
r .....	125 00	60 00	20 00	20 00	41 40	32 87
c .....	88 90	60 00	35 00	35 00	52 90	41 33
omery .....	125 00	50 00	25 00	20 00	44 81	29 17
in .....	180 00	72 00	26 00	25 00	56 95	42 33
rie .....	92 00	50 00	25 00	15 00	42 07	31 90
.....	166 72	89 00	18 00	16 00	42 16	30 45
.....	166 66	55 00	20 00	20 00	51 56	34 30
.....	90 00	40 00	22 00	18 00	42 12	30 36
.....	100 00	90 00	20 00	20 00	40 82	31 60
.....	177 00	62 50	20 00	16 00	44 14	29 51
.....	90 00	45 00	20 00	20 00	39 36	32 30
ci .....	75 00	50 00	25 00	25 00	39 78	32 83
m .....	90 00	60 00	28 00	20 00	43 39	27 55
lph .....	100 00	60 00	25 00	15 00	44 90	32 05
nd .....	135 00	60 00	16 00	12 00	42 33	24 47
Island .....	150 00	80 00	20 00	20 00	51 26	33 96
.....	83 33	35 00	25 00	12 50	46 46	26 88
mon .....	167 00	125 00	27 50	23 00	56 77	37 71
ler .....	133 38	50 00	20 00	16 00	45 05	26 72
.....	125 00	50 00	25 00	18 00	45 16	29 35
.....	111 11	60 00	20 00	13 00	38 67	24 52
.....	100 00	60 00	20 00	20 00	46 20	31 27
air .....	133 33	60 00	15 00	25 00	57 17	43 29
anson .....	180 00	70 00	20 00	15 00	41 78	24 79
ell .....	175 00	65 00	25 00	22 00	50 24	38 09
.....	83 33	40 00	25 00	15 00	38 44	29 27
ilion .....	105 55	80 00	20 00	16 00	42 59	31 72
sh .....	100 00	60 00	20 00	8 00	36 68	20 90
n .....	80 00	80 00	20 00	20 00	37 90	30 51
ngton .....	100 00	60 00	20 00	13 00	40 13	31 14
e .....	100 00	40 00	16 00	11 00	32 16	21 26
.....	100 00	40 00	20 00	15 00	38 30	28 24
side .....	155 56	60 00	30 00	20 00	47 15	31 11
.....	120 00	50 00	20 00	16 00	49 13	31 48
mson .....	75 00	35 00	20 00	12 00	34 57	25 21
abago .....	150 00	80 00	23 00	10 00	46 34	28 04
ford .....	122 22	90 00	25 00	20 00	43 22	37 34
als .....	\$225 00	\$155 00	\$11 00	\$8 00	\$54 07	\$30 89

TABLE X.—Showing amount of money borrowed for building purposes  
—Amount of tax levy for support of schools, repairs, etc.

Counties.	Amount borrowed for building purposes.	Amount of district tax levy for support of schools.	Amount of district tax levy for building and repairs, furniture and apparatus.	Total amount of district tax levy.
Adams.....	\$700 00	\$98,547 22	\$1,278 06	\$97,825 28
Alexander.....		11,323 44	710 00	13,283 44
Bond.....	1,550 50	24,307 59	1,625 00	25,932 59
Boone.....	50 00	21,119 56	884 00	22,003 56
Brown.....	2,000 00	15,559 73	895 84	16,455 57
Bureau.....	14,150 10	86,257 95	2,465 00	88,722 86
Calhoun.....		7,790 91	600 00	8,396 91
Carroll.....	3,860 00	42,052 54	2,430 00	44,482 54
Cass.....		31,833 41	475 00	32,308 41
Champaign.....	11,827 16	91,498 27	4,690 00	96,188 27
Christian.....	9,650 00	68,412 08	232 00	68,644 08
Clark.....	320 00	19,932 40	1,600 00	21,522 40
Clay.....	3,950 00	18,893 67	3,518 00	22,401 67
Clinton.....	365 00	25,661 13	375 00	26,036 13
Coles.....	400 00	50,864 00	490 00	51,354 00
Cook.....	31,789 00	771,211 64	219,232 00	985,443 64
Crawford.....		19,018 90	1,465 00	20,483 90
Cumberland.....		16,526 59	1,000 00	17,526 59
DeKalb.....	3,650 00	55,830 20	5,789 00	75,746 42
DeWitt.....		37,351 34		37,351 34
Douglas.....	350 00	32,937 81	970 00	33,927 81
DuPage.....	11,000 00	35,000 43	9,226 18	44,226 59
Edgar.....	8,500 00	49,727 13	1,875 00	51,602 13
Edwards.....	1,100 00	11,120 34	68 35	11,188 69
Effingham.....	562 00	22,866 00	400 00	23,266 00
Fayette.....	1,300 00	28,741 93	750 00	29,491 93
Ford.....	11,700 00	28,064 36	1,325 00	29,379 36
Franklin.....	1,126 00	10,399 27	2,548 45	12,947 72
Fulton.....	6,453 50	59,081 67	5,583 55	64,665 22
Gallatin.....		17,349 29	2,208 00	19,557 29
Greene.....	550 00	45,335 55	11,940 97	57,276 52
Grundy.....	2,450 00	42,267 30	1,710 00	43,977 30
Hamilton.....	500 00	10,531 58	4,568 84	15,100 42
Hancock.....	2,245 00	63,372 12	3,661 00	67,033 12
Hardin.....	3,100 00	4,284 72	3,126 88	7,411 60
Henderson.....	1,500 00	26,510 47		26,510 47
Henry.....	700 00	78,433 82	1,380 00	79,813 82
Iroquois.....	11,600 00	67,085 42	8,612 60	75,698 02
Jackson.....	1,674 00	33,928 23	3,276 71	37,204 94
Jasper.....	200 00	13,961 53	2,598 35	16,559 88
Jefferson.....	300 00	18,720 12	500 00	19,220 12
Jersey.....	1,150 00	32,128 43	885 36	33,013 79
JoDavies.....	2,150 00	35,793 73	2,097 61	37,891 34
Johnson.....		7,740 42	755 00	8,515 42
Kane.....		91,461 87	6,184 89	97,646 76
Kankakee.....	1,410 00	46,052 72	2,095 34	48,148 06
Kendall.....	1,525 71	21,189 86	1,200 00	22,389 86
Knox.....	1,950 00	69,624 60	7,700 00	77,624 60
Lake.....	1,200 00	35,937 81	2,073 38	38,011 19
LaSalle.....	1,572 50	149,407 00	12,017 43	161,424 43
Lawrence.....	425 00	14,525 00	1,710 00	16,235 00
Lee.....	1,680 00	55,482 47	10,578 72	66,061 19
Livingston.....	4,080 16	32,621 39	3,883 13	36,504 52
Logan.....	3,220 00	71,068 34	2,010 00	73,068 34
Macon.....	2,300 00	70,080 96	1,408 20	71,488 16
Macoupin.....	2,000 00	55,468 12	3,650 00	59,118 12
Madison.....	2,000 00	86,251 34	3,306 00	89,557 34
Marion.....	1,300 00	30,176 36	1,080 43	31,256 79
Marshall.....		34,592 43	1,230 00	35,822 43
Mason.....	10,600 00	50,415 27	990 00	51,405 27

TABLE X—Continued.

Counties.	Amount borrowed for building purposes.	Amount of district tax levy for support of schools.	Amount of district tax levy for building and repairs, furniture and apparatus.	Total amount of district tax levy.
c.....	\$400 00	\$11,460 18	\$858 00	\$12,318 18
nough.....	250 00	55,105 04	3,589 96	58,695 00
nry.....		44,008 35	75 00	44,083 64
an.....	6,158 00	137,885 26	3,675 85	131,560 91
rd.....		33,695 45	700 00	34,395 45
r.....	1,724 16	43,318 21	1,245 00	44,563 21
se.....	1,550 00	19,419 15	3,168 35	22,586 50
romery.....	5,800 00	40,184 46	8,417 51	48,601 97
un.....	700 00	48,184 04	2,840 00	51,024 04
rie.....	200 00	27,628 11	1,182 34	28,810 45
	24,250 00	75,160 63	5,490 00	80,650 63
a.....	3,500 00	101,340 34	3,883 00	105,203 34
	930 00	21,838 12	674 58	22,512 70
	1,600 00	37,307 19	490 00	37,797 19
	3,200 00	45,828 30	7,275 00	53,103 30
	475 00	10,727 72	712 40	11,440 12
kl.....		11,859 61	125 00	11,984 61
im.....		12,299 70	50 00	12,349 70
olph.....	4,400 00	32,182 34	6,734 28	38,916 62
and.....	200 00	20,139 72	400 00	20,539 72
Island.....	12,863 83	79,105 00	11,000 00	90,105 00
	900 00	14,423 03	1,438 65	15,861 68
mon.....	300 00	108,142 92	1,480 00	109,622 92
ler.....	500 00	21,436 02	1,458 60	22,894 62
	3,321 50	18,347 31	3,467 00	21,814 31
y.....	662 00	52,423 34	1,447 00	53,870 34
	1,191 25	34,063 78	810 00	34,873 78
lair.....	1,157 00	132,541 23	2,550 00	135,091 23
enson.....		51,777 10	5,819 38	57,596 48
vell.....	1,950 00	68,957 44	1,024 29	69,981 73
l.....	1,360 00	20,836 32	575 00	21,411 32
llion.....	12,775 98	75,534 52	4,843 00	80,377 52
sh.....		9,576 27		9,576 27
en.....		53,783 76	1,141 09	54,924 85
ington.....	3,973 00	20,029 17	6,825 00	26,854 17
e.....	1,400 00	21,484 08	1,762 02	23,247 00
	1,150 00	27,039 02	3,686 85	30,725 67
side.....	2,000 00	72,670 25	10,521 67	83,191 92
	580 00	93,481 17	7,690 00	101,171 17
inson.....		13,465 91	2,330 95	15,796 86
ebago.....	900 00	35,934 54	775 00	36,709 54
ford.....	2,987 00	42,186 83	2,273 00	45,442 83
otal.....	\$295,274 85	\$5,038,949 73	\$505,328 02	\$5,544,275 65

TABLE XI.—*Examinations for Teachers' Certificates, by Counties.*

Counties.	No. places where examinations held.	No. of ex-aminations held during year.	No. of male applicants for 1st grade certificates examined.	No. of male applicants for 2d grade certificates examined.	No. of female applicants for 1st grade certificates examined.	No. of female applicants for 2d grade certificates examined.	Total No. of applicants examined.	Total No. of 1st grade certificates issued.	Total No. of 2d grade certificates issued.	No. male applicants rejected.	No. female applicants rejected.	Total No. applicants rejected.
Adams.....	4	12	22	148	15	165	360	14	223	40	50	90
Alexander.....	2	26	5	15	10	18	148	10	35	12	12	24
Bond.....	1	12	7	74	9	58	148	16	106	14	32	46
Boone.....	4	12	3	25	12	160	140	11	43	4	4	8
Brown.....	2	52	6	27	11	17	201	11	71	3	10	13
Bureau.....	4	40	17	51	35	175	278	36	252	10	40	50
Calhoun.....												
Carroll.....	6	36	9	31	7	49	146	10	100	20	30	50
Cass.....	1	56	21	38	20	65	140	26	96	10	22	32
Champaign.....	5	24	27	106	38	197	370	40	253	22	35	57
Christian.....	1	8	160	200	50	140	370	30	230	22	70	92
Clark.....	4	50	25	85	10	80	210	10	127	40	70	110
Clay.....	2	37	15	99	3	97	204	3	127	35	41	76
Clinch.....	3	51	15	81	3	94	244	107	135	5	5	10
Colfax.....	1	10	70	74	54	138	470	171	130	36	23	59
Coates.....	1	18	20	73	58	325	470	13	153	15	12	27
Coolidge.....	1	50	8	70	11	96	182	13	143	17	15	32
Crawford.....	5	25	10	46	10	65	157	30	102	17	31	48
Cumberland.....	9	24	20	50	10	80	177	7	146	14	8	22
Cumbe.....	2	24	20	62	15	104	163	22	131	17	17	34
De Witt.....	2	52	40	50	5	198	324	32	131	59	94	153
Douglas.....	4	16	2	82	22	107	235	2	38	3	2	5
DuPage.....	2	21	40	16	0	56	126	5	88	8	12	20
Edwards.....	1	20	70	9	7	17	126	12	83	21	43	64
Emmett.....	2	75	25	48	6	76	126	12	148	12	10	22
Fa... ..	3	31	9	33	4	16	225	26	96	30	54	84
Franklin.....	5	73	62	104	34	310	600	46	450	30	24	54
Fulton.....	1	8	24	36	21	25	109	26	44	38	24	62
Gallatin.....	4	25	40	80	14	94	182	40	100	12	18	30
Greene.....	3	33	10	25	45	87	177	42	127	13	27	40
Grundy.....	3	6	12	60	17	140	205	35	228	4	1	5
Hamilton.....	1	90	18	120	10	161	380	5	283	10	12	22
Hancock.....	2	40	14	31	10	61	130	19	143	12	13	25
Hardin.....	2	46	3	31	54	381	584	23	380	10	134	147
Henry.....	4	36	42	77	64	191	444	23	380	12	134	147

Jersey.....	44	30	53	20	47	140	22	73	32	13	49
Jo Daviess.....	31	19	79	2	220	338	27	295	21	85	106
Johnson.....	2	15	116	2	19	152	14	159	22	85	64
Kane.....	3	1	69	11	221	302	18	173	23	105	128
Kankakee.....	10	54	71	14	183	274	18	201	16	37	55
Kendall.....	2	6	20	4	65	49	53	488	4	16	20
Knox.....	6	23	138	38	290	438	4	488	48	108	108
Lake.....	14	25	41	4	116	116	53	103	8	46	64
LaSalle.....	45	11	165	60	40	298	18	540	22	171	193
Lawrence.....	3	25	60	3	44	66	13	66	12	94	86
Lee.....	10	157	204	91	275	706	73	373	182	139	322
Livingston.....	26	34	245	39	475	768	28	392	183	365	365
Logan.....	44	30	65	14	65	153	35	106	24	102	34
Macon.....	1	44	190	10	210	456	21	250	53	42	101
Macoupin.....	2	25	147	19	149	260	20	190	60	43	95
Madison.....	35	40	199	11	111	252	20	180	24	61	123
Marion.....	4	31	60	32	102	220	41	165	23	77	85
Marshall.....	12	38	74	11	163	253	11	145	29	11	100
Massac.....	27	5	28	100	140	140	26	163	2	6	11
Massena.....	5	40	28	1	16	48	3	33	7	5	12
McDonough.....	2	3	28	1	429	590	40	191	65	294	369
McHenry.....	27	19	130	12	171	375	40	190	36	30	96
McLean.....	36	9	91	4	320	598	13	436	44	51	95
Menard.....	45	41	194	43	33	96	47	59	4	11	11
Menard.....	60	23	26	14	278	278	37	96	63	88	161
Mercer.....	25	15	102	16	145	278	25	49	8	8	14
Monroe.....	5	5	43	25	20	63	42	151	8	13	21
Montgomery.....	12	17	67	3	105	214	9	122	28	41	69
Morgan.....	16	18	81	5	71	175	12	190	33	38	81
Montrie.....	18	15	92	4	81	192	60	368	83	183	298
Ogle.....	65	100	140	158	175	573	59	172	43	121	109
Peoria.....	59	35	103	28	238	400	9	100	5	10	15
Perry.....	16	10	60	6	54	84	16	220	24	32	53
Pike.....	10	10	180	20	65	131	36	46	9	7	16
Pope.....	4	13	32	2	144	312	10	38	12	10	22
Pulaski.....	5	9	24	12	72	72	11	106	9	5	20
Putnam.....	21	12	16	17	25	71	22	48	9	11	24
Randolph.....	79	12	71	4	43	82	18	106	23	31	54
Richland.....	30	14	46	7	55	147	16	183	15	28	50
Rock Island.....	52	19	71	1	12	103	5	217	23	28	43
Saline.....	2	45	100	12	159	316	43	68	15	28	51
Sangamon.....	50	14	40	14	70	138	27	41	17	9	26
Schuyler.....	24	19	27	7	39	82	15	170	80	53	123
Scott.....	35	14	99	8	101	320	17	78	20	134	163
Shelby.....	4	12	53	11	183	254	59	296	12	13	25
Stark.....	52	7	107	23	115	290	7	183	100	339	443
St. Clair.....	1	45	167	1	461	638	7	638	100	339	443
Stephenson.....	30	9	167	1	461	638	7	638	100	339	443



TABLE XI—Continued.

Counties.	No. places No. of ex-aminations held during grade cer-tificates have been the year.	No. of male applicants for 1st grade cer-tificates examined.	No. of female applicants for 1st grade cer-tificates examined.	Total No. of applicants examined.	Total No. of 1st grade cer-tificates issued.	Total No. of 2d grade cer-tificates issued.	No. male applicants rejected.	No. female applicants rejected.	Total No. applicants rejected.
Tazewell.....	7	26	14	102	10	176	34	55	89
Union.....	4	16	9	66	7	47	7	10	17
Vermilion.....	4	48	45	128	59	254	105	137	242
Wabash.....	1	12	5	38	2	30	4	2	6
Warren.....	1	31	21	118	20	158	10	24	34
Washington.....	1	12	21	40	8	48	15	11	26
Wayne.....	2	26	20	146	1	112	94	51	145
White.....	4	48	11	86	6	47	16	14	30
Whitehall.....	5	75	18	86	30	153	49	26	75
Williamson.....	2	23	6	70	11	301	7	181	188
Winnebago.....	6	18	10	69	12	52	29	30	59
Woodford.....	5	10	73	101	40	231	19	77	96
Totals.....	367	3,305	2,368	7,958	1,986	12,940	3,142	5,039	8,171

TABLE XII—*Visitation by Counties.*

Counties.	No. of different schools visited during year.	No. schools visited more than once during year.	No. of schools not visited at all.	Average No. of hours spent at each school.
	75	10	108	2.5
	20		52	2.4
	60	4	120	2.5
	27	2	79	2
	45	5	33	4
n	214	36		1.7
	185	10	8	4
	15			4
	10	1	90	5
	76		1	4
	5		117	6
	60	10	150	3.5
	6	1	88	1
nd	4	1	80	3
	20	2	70	4
	52		95	4
	25	5	22	2.5
	17		66	2
	8	4	110	4
	90	38		3
	3		55	6
			53	
	73	3	18	2
	20	2		4.5
n	74	50	6	2.5
	90	4	10	4
	88	36		2.5
s	80	9	46	5.5
	1		53	
	146	10		2
	4		73	2.5
	102		136	3
	60	3	61	2
	260	25	40	2.5
n	206	9	45	2.5
	63	5	58	2.5
	81		50	3
	20	1	88	4
			108	
	94	40	1	3
			35	
rh	9		48	3

TABLE XII—Continued.

Counties.	No. of different schools visited during year	No. schools visited more than once during year	No. of schools not visited at all.	Average No. of hours spent at each school
McHenry .....	8	2	144	3
McLean .....	25	4		
Menard .....				
Mercer .....				
Monroe .....	61	60		2
Montgomery .....				
Morgan .....	31		81	25
Moultrie .....				
Ogle .....	108			2
Peoria .....	154	37	4	2
Perry .....	3		61	3
Piatt .....	70	21		4
Pike .....				
Pope .....				
Pulaski .....	10	3	31	3
Putnam .....	34	22		25
Randolph .....	24	1	75	4
Richland .....	2		82	4
Rock Island .....				
Saline .....				
Sangamon .....	132	18	50	3
Schuyler .....				
Scott .....				
Shelby .....				
Stark .....	65	7	25	3
St. Clair .....				
Stephenson .....	127	35		35
Tazewell .....	40	6	80	25
Union .....				
Vermilion .....				
Wabash .....	30	6	17	6
Warren .....				
Washington .....	32	4	55	25
Wayne .....				
White .....			89	
Whiteside .....				
Will .....	153	7	54	2
Williamson .....	30	2	56	25
Winnebago .....	28	3	87	5
Woodford .....				
Totals.....	3,635	561	3,223	3.2

TABLE XIII—*Official services of County Superintendents.*

No.	No. days spent in school visitation during the year.	No. days spent in examinations.	No. days spent in institute work.	No. days spent in office work.	No. days spent in other official duties.	Whole No. days official service rendered.	No. of public addresses delivered.
.....	100	30	30	40	15	215	10
.....	.....	26	20	20	.....	66	.....
.....	.....	25	.....	25	1	51	.....
.....	8	7	13	35	4	67	1
.....	.....	52	4	19	.....	75	.....
.....	40	40	26	.....	.....	106	30
.....	.....	.....	.....	.....	.....	.....	.....
.....	18	36	12	55	4	125	8
.....	38	110	15	72	2	237	.....
.....	169	33	25	45	3	275	3
.....	165	30	10	50	10	260	.....
.....	15	50	12	40	4	121	.....
.....	10	37	30	40	.....	117	8
.....	54	35	4	52	.....	141	.....
.....	5	54	10	52	27	148	17
.....	45	57	10	92	4	208	2
.....	6	18	6	10	10	50	2
d.....	4	60	6	25	20	113	12
.....	.....	25	30	40	4	99	.....
.....	.....	55	.....	25	20	100	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	15	50	.....	.....	.....	65	.....
.....	55	56	22	99	.....	232	.....
.....	18	15	3	11	3	50	2
.....	17	40	10	44	.....	111	8
.....	6	60	20	39	.....	125	.....
.....	90	39	35	48	23	235	.....
.....	.....	14	9	10	5	38	3
.....	.....	75	.....	50	.....	125	2
.....	.....	8	10	52	12	64	8
.....	.....	25	.....	55	.....	80	.....
.....	40	34	24	8	6	112	.....
.....	.....	.....	.....	.....	52	60	.....
.....	15	63	4	98	.....	180	.....
.....	.....	12	12	30	.....	42	7
.....	75	40	4	50	.....	169	.....
.....	.....	67	55	82	15	219	.....
.....	.....	16	20	70	14	120	.....
.....	.....	67	4	25	2	68	.....
.....	90	12	14	150	10	160	10
.....	.....	.....	.....	.....	.....	.....	.....
.....	112	44	4	.....	40	200	.....
.....	89	31	10	36	10	170	.....
.....	1	21	2	.....	.....	24	.....
.....	.....	.....	.....	7	15	54	.....
.....	74	32	28	41	.....	143	.....
.....	2	29	19	13	4	65	.....
.....	52	60	17	92	12	233	8
.....	20	50	20	10	10	110	2
.....	150	45	30	50	10	285	1
.....	.....	20	.....	30	25	75	.....
.....	.....	162	.....	22	27	211	.....
l.....	103	46	12	88	.....	249	.....
.....	32	44	10	150	20	256	.....
.....	.....	50	36	45	.....	119	.....
.....	.....	70	30	20	.....	120	.....
.....	90	50	20	36	4	200	.....
.....	15	27	21	30	7	100	.....
.....	.....	27	19	40	1	41	.....
.....	111	12	35	103	20	281	.....
.....	.....	10	5	28	10	53	.....
h.....	5	54	4	32	11	106	1
.....	.....	36	5	13	10	65	.....

TABLE XIII—Continued.

Counties	No. days spent in school visitation during the year.	No. days spent in examinations.	No. days spent in institute work.	No. days spent in office work.	No. days spent in other official duties.	Whole No. days official service rendered.	No. of public addresses delivered.
McLean.....	15	45	15	178	60	313	34
Menard.....		60	30	37		127	5
Mercer.....		25	21	75		100	
Monroe.....	100	10	5	13		128	
Montgomery.....		12		52		64	
Morgan.....	16	38	28	56	18	156	
Moultrie.....		18	25	40	7	65	
Ogle.....	50	65	36	102		253	3
Peoria.....	91	59	6	58	8	222	
Perry.....	3	33	20	26	13	92	
Platt.....	91	10	10	60		171	
Pike.....		105	10	50	20	175	
Pope.....			5	105		110	
Pulaski.....	8	24	5	49	30	116	
Putnam.....	32	21	6	6		65	4
Randolph.....	25	46	6	50	3	130	
Richland.....	2	30				32	
Rock Island.....		60		40		100	
Saline.....		18	3	25	4	50	6
Sangamon.....	150	60	30	60		300	12
Schuyler.....		48	3	20	5	76	
Scott.....		35		15		50	
Shelby.....		81	9			91	1
Stark.....	37	52	4	105	4	202	
St Clair.....		47		46		93	
Stephenson.....	93	40		3		136	
Tazewell.....	24	19	18	35	13	109	2
Union.....							
Vermilion.....		48	25	23		96	
Wabash.....	16	18		15	2	51	
Warren.....		31	2	82	4	119	
Washington.....	25	12		52	12	101	
Wayne.....		26		74		100	
White.....		45		8		53	
Whiteside.....		52	2	44	2	100	3
Will.....	53	73		117	12	255	
Williamson.....	33	12	10	50	25	130	3
Winnebago.....	35	18	5	65	10	133	
Woodford.....							
Totals.....	2,842	3,789	1,173	4,380	758	12,942	217

TABLE XIV.—*Compensation of County Superintendents.*

Amount received as per diem for services.	Amount received as commission on moneys distributed to townships	Amount received as commissions on moneys loaned.	Amount received as commissions on sale of school lands.	Amount received from other sources.	Total compensation received during the year.
\$800 00	\$400 00				\$1,200 00
160 00	86 48				246 48
204 00	134 13	\$29 37			367 50
160 00	109 83				269 83
300 00	107 90				407 90
912 00	285 00				1,147 00
222 00	6 50	4 65			233 15
500 00	150 47	83 60			734 07
722 00	101 00	12 83		\$158 00	983 83
900 00					900 00
900 00	171 00				1,071 00
400 00	180 00				580 00
380 00	147 00				527 00
400 00	138 97			33 84	572 81
552 00	220 55	22 00		4 39	778 94
	2,562 26	14 00		300 00	2,906 26
172 00	131 47				303 47
552 50	111 47				664 97
240 00	186 24				426 24
400 00	159 84				559 84
400 00	118 02				518 02
150 00	150 00				300 00
928 00	185 74				1,113 74
200 00	74 34				274 34
444 00	137 37				581 37
500 00	172 00			20 00	692 00
600 00	81 50	5 40			686 90
24 00	122 50	3 00			149 50
400 00	325 50				725 50
258 00	102 84				360 84
320 00	177 68	8 00			505 68
448 00	123 00				571 00
240 00	160 00				400 00
720 00	313 62	4 40			1,038 02
168 00	48 25	4 52			220 77
500 00	103 57			6 72	610 29
400 00	280 25				680 25
416 00	227 65				643 65
220 00	173 16				393 16
800 00	104 00	40 00	\$5 00	10 00	959 40
240 00	166 56	5 00			411 56
600 00	124 62				724 62
680 00	286 30	32 00			978 30
84 00	108 00				182 00
216 00	209 70				515 70
400 00	212 06	8 88			620 94
225 00	99 80				324 80
862 00	319 17				1,181 17
440 00	166 56				606 56
800 00	506 11	20 00			1,326 11
300 00	110 00	10 00			420 00
500 00	216 33				716 33
800 00	269 64				1,069 64
	200 42			525 00	725 42
300 00	234 00	14 50			548 50
208 00	289 49				497 49
800 00	371 25	3 65			1,174 90
400 00	178 86				578 86
272 00	141 39				413 39
900 00	137 50				1,037 50

TABLE XIV—Continued.

Counties.	Amount received as per diem for services.	Amount received as commission on moneys distributed to townships.	Amount received as commissions on moneys loaned.	Amount received as commissions on sale of school lands.	Amount received from other sources.	Total compensation received during the year.
Massac.....	\$120 00	\$44 22				\$204 22
McDonough.....	225 00	223 00	\$8 10			456 10
McHenry.....	200 00	185 88				445 88
McLean.....	1,252 00	449 32				1,701 32
Menard.....	400 00	101 43				501 43
Mercer.....	400 00	163 79	5 48			569 27
Monroe.....	502 00	112 25				614 25
Montgomery.....	240 00	220 70				460 70
Morgan.....	624 00	233 22			\$6 00	863 22
Moultrie.....	282 00	103 26				385 26
Ogle.....	1,012 00	226 80	7 00			1,245 80
Peoria.....	888 00	402 15			50 00	1,340 15
Perry.....	150 00	128 07				278 07
Platt.....	684 00	200 00				884 00
Pike.....	700 00	265 00	2 00			967 00
Pope.....	440 00	114 22				554 22
Pulaski.....	400 00	73 68				473 68
Putnam.....	174 00	65 40	3 46			242 86
Randolph.....	300 00	183 43				483 43
Richland.....	500 00	115 61			43 00	658 61
Rock Island.....	400 00	243 00				643 00
Saline.....	200 00	140 06				340 06
Sangamon.....	1,165 00	364 12				1,529 12
Schuyler.....	140 00	144 71				284 71
Scott.....	200 00	86 79				286 79
Shelby.....	364 00	220 33				583 33
Stark.....	800 00	90 29				890 29
St Clair.....	372 00	429 74	2 00			803 74
Stephenson.....	544 00	280 90				824 90
Tazewell.....	430 00	239 27				669 27
Union.....	240 00	153 32	14 62			407 92
Vermillion.....	384 00	274 60	19 82			678 42
Wabash.....	160 00	77 70				237 70
Warren.....	400 00	188 59				588 59
Washington.....	200 00	154 90				354 90
Wayne.....	400 00	183 40				583 40
White.....	150 00	177 17	33 75		1 45	362 37
Whiteside.....	400 00	222 64				622 64
Will.....	1,000 00	349 69	61 00		100 00	1,510 69
Williamson.....	240 00	177 11		\$1 00		418 11
Winnebago.....	512 00	267 42	48 42			827 84
Woodford.....	240 00					240 00
Totals.....	\$44,683 50	\$21,075 17	\$531 45	\$6 00	\$1,258 40	\$67,564 52

TABLE XV.—*Teachers' Institutes.*

ities.	No. teachers' institutes held by county superintendent.	No. days continuance.	No. teachers' institutes held by other persons.	No. days continuance.	No. teachers attending.	Number public lectures.	No. teachers' meetings held in county (district or township.)	Am't appropriated by county for institutes.
er	2 1	21 20	1	30	84 12	10	10	
	1	13			60	1	20	2,500
	1 7	4 26			15 350			5,000
	2	2	10	10	200	9		
gn	1	15			13		5	
	5	20	12	12	240	14	25	
	1	5			150	3	10	
	2	35			45		12	
	1	30			62	5	3	
	1	4			45	4		
	2	10	1		25	57	17	5,200
	10	10			150			
land	2	06	4	160	94	6		
			2	55	34			
	3	24	1	20	180	8	2	
			3	32	50			
			2	24	125	3	12	
m	1	3			35	2		
	6	16	3	6	100		1	
	1	20			20	50	4	
	2	25			109	8	12	
	1	9	2	4	40	1	1	
	2	10			45	8		
	3	21			110			1,000
	1	4			100		3	
on	10	12			23	7		
	3	6			50	3		
	18	54			350		55	
	1	20			42	2	10	
	1	4			78	3		
	10	20	4	10	100	10	5	
ss	1	11			159	2	28	13,000
	1	2					1	
se	10	28			179	2		
	6	20			64			10,000
	16	37			250	12		
	2	20			61	2	1	
	1	20	10	12	200	5	8	10,000
			1	30				
on	1	12			228		4	
	1	10			31	2		
n	13	34	1	18	132	1	12	
	1	30			89			
	1	20			56			7,500
	9	21			120		5	
	1	19			43			
	1	25			54		10	



TABLE XV--Continued.

Counties.	No. teachers' institutes held by county superintendent.	No. days continuance.	No. teachers' institutes held by other persons.	No. days continuance.	No. teachers attending.	Number public lectures.	No. teachers' meetings held in county (district or township.)	A ap pri co l ir tu
Massac .....	1	5	1	3	44	3		
McDonough .....	1	3	12	13	150		13	
McHenry .....	1	5			100	2	8	
McLean .....	1	15			182	34		
Menard .....	1	30			43	5		
Mercer .....	2	21	9	9	150	3	3	
Monroe .....	1	5			60	10	1	
Montgomery .....			2	8	60			
Morgan .....	14	28	7	7				
Moultrie .....	1	25			30		4	
Ogle .....	3	20			124	3	2	
Peoria .....	6	6			150	4	1	
Perry .....	1	20			78		8	
Platt .....	1	10		19	122	3	4	
Pike .....	1	30	3	6	100		5	
Pope .....	1	5			49	3		
Pulaski .....	1	5			30			
Putnam .....	5	6			75	4		
Randolph .....	1	10			70	4		
Richland .....	1	20	1	22	76	6	2	
Rock Island .....								
Saline .....	1	3	1	21	30	3	20	
Sangamon .....	1	30			35		4	
Schuyler .....			2	30	40	3	3	
Scott .....								
Shelby .....			3	60	88	5	10	
Stark .....	2	4	4			3		
St. Clair .....							10	
Stephenson .....	1	4			150		7	
Tazewell .....	4	18	1	1	100	2		
Union .....								
Vermilion .....	1	25	3					
Wabash .....								
Warren .....	1	2			120	1		
Washington .....								
Wayne .....								
White .....								
Whiteside .....	1	20	10	10	200	12		
Will .....						3	8	
Williamson .....	1	10			25	3		
Winnebago .....	1	5			208	5		
Woodford .....	1	15						
Totals .....	226	1,183	116	621	7,491	373	391	

TABLE XVI—Townships, whole and fractional, organized and unorganized.

Counties.	No. whole townships organized.	No. whole townships unorganized.	Total No. of whole townships.	No. fractional townships organized.	No. fractional townships unorganized.	Total No. fractional townships.
Adair	21		21	3		3
Adams	6		6	4		4
Adams	9		9	5		5
Adair	7		7	3		3
Adair	24		24	1		1
Adair	10		10	4		4
Adair	7		7	8		8
Adair	24		24	12		12
Adair	16		16	8		8
Adair	12		12	7		7
Adair	11		11	5		5
Adair	14		14	1		1
Adair	8		8	11		11
Adair	25		25	7		7
Adair	9		9	9		9
Adair	8		8	6	1	7
Adair	18		18			
Adair	17		11	3		3
Adair	8		8			
Adair	9		9	1		1
Adair	7		7	19		19
Adair	12		12	3		3
Adair	12		12	3		3
Adair	18		18	4		4
Adair	11		11	5		5
Adair	11		11	1		1
Adair	26		26			
Adair	8		8	3		3
Adair	12		12	5	4	9
Adair	12		12			
Adair	9		9	6		6
Adair	16		16	8		8
Adair	1		1	8		8
Adair	8		8	5	1	6
Adair	20		20	4		4
Adair	30		30	6		6
Adair	14		14	6		6
Adair	15		15	5		5
Adair	16		16			
Adair	10		10	3		3
Adair	8		8	16		16
Adair	9		9			
Adair	15		15			
Adair	16		16	8		8
Adair	9		9			
Adair	20		20			
Adair	8		8	8		8
Adair	32		32			
Adair	7		7	8		8
Adair	18		18	4		4
Adair	27		27	3		3
Adair	13		13	9		9
Adair	12		12	9		9
Adair	24		24			
Adair	16		16	8		8
Adair	16		16			
Adair	8		8	4		4
Adair	15		15	5		5
Adair	2		2	8		8

TABLE XVI—Continued.

Counties.	No. whole townships organized.	No. whole townships unorganized.	Total No. of whole townships.	No. fractional townships organized.	No. fractional townships unorganized.	Total No. fractional townships.
McDonough	19		19			
McHenry	16		16	1	3	4
McLean	28		28	4		4
Menard	5		5	9		9
Mercer	14		14	1	2	3
Monroe	5		5	9		9
Montgomery	16		16	6		6
Morgan	13		13	6		6
Moultrie	8		8	3		3
Ogle	18		18	7		7
Peoria	13		13	7		7
Perry	12		12			
Platt	10		10	6		6
Pike	22		22	4		4
Pope	6		6	8		8
Pulaski	1		1	7		7
Putnam	2		2	6		6
Randolph	11		11	10		10
Richland	6		6	13		13
Rock Island	7		7	17		17
Saline	9		9	3		3
Sangamon	17		17	17		17
Schuyler	8		8	7		7
Scott	5		5	4		4
Shelby	16		16	11		11
Stark	8		8			
St. Clair	11		11	10		10
Stephenson	9		9	8		8
Tazewell	11		11	11		11
Union	9		9	4		4
Vermilion	22		22	7		7
Wabash	2		2	10	1	11
Warren	15		15			
Washington	15		15	3		3
Wayne	15		15	10		10
White	9		9	11		11
Whiteside	16		16	6		6
Will	23		23	2		2
Williamson	12		12			
Winnebago	5		5	11		11
Woodford	15		15	2		2
Total.....	1,274		1,274	543	12	555

*XVII.—Showing the number of Normal School Pupils Teaching in the State.*

Counties.	No. of teachers in the county, graduates of the state normal university.	No. of teachers in the county who have attended either normal school less than three years	No. of pupils in the state normal university from county.
	1	4	3
	1	3	4
		4	2
		8	8
	4	18	14
		5	
	5	15	5
		8	
			5
			2
			2
		2	
d			3
		7	3
		1	
	10	25	2
		4	
	2	7	2
	3		3
	20	17	
		2	1
	1	4	
		6	
	2	12	7
		8	4
		4	34
		10	
		15	10
	3	18	8
		6	4
	4	6	3
		2	1
		8	4
		8	4
	5	20	15
		4	
		3	2
	6	30	16
	6		9
	3	12	4

TABLE XVII—Continued.

Counties.	No. of teachers in the county, graduates of the state normal university.	No. of teachers in the county who have attended either normal school less than three years.	No. of pupils in the state normal university from county.
Madison .....			
Marion .....	4	7	5
Marshall .....			
Mason .....		11	
Massac .....	1	2	
McDonough .....	2	5	2
McHenry .....		5	
McLean .....			
Menard .....	5	7	5
Mercer .....	4	8	2
Monroe .....		6	2
Montgomery .....	4	6	
Morgan .....			
Moultrie .....	2	10	
Ogle .....			
Peoria .....	3	3	2
Perry .....		6	8
Piatt .....	3	15	7
Pike .....			
Pope .....			
Pulaski .....	1	7	
Putnam .....	3	11	2
Randolph .....		5	5
Richland .....	1	8	6
Rock Island .....			
Saline .....		2	2
Sangamon .....		12	2
Schuyler .....		2	
Scott .....		2	
Shelby .....		12	
Stark .....	2	6	
St. Clair .....		9	5
Stephenson .....			
Tazewell .....	6	35	
Union .....			
Vermilion .....			
Wabash .....		1	
Warren .....		4	
Washington .....			10
Wayne .....	6	7	
White .....		5	
Whiteside .....	6	12	3
Will .....	3		2
Williamson .....	1		3
Winnebago .....			
Woodford .....	9	42	36
Total .....	143	574	300



TABLE XVIII--Continued.

Counties.	Amount of principal of county fund.	Amo tere ceiv con fi
McLean.....		
Menard.....	\$4,650 22	
Mercer.....	2,168 00	
Monroe.....	112 00	
Montgomery.....	617 93	
Morgan.....		
Moultrie.....		
Ogle.....	6,052 26	
Peoria.....		
Perry.....	4,098 51	
Piatt.....	8,251 75	
Pike.....		
Pope.....		
Pulaski.....	81 00	
Putnam.....	4,009 00	
Randolph.....		
Richland.....		
Rock Island.....		
Saline.....	6,000 00	
Sangamon.....	2,407 83	
Schuyler.....		
Scott.....		
Shelby.....		
Stark.....	376 76	
St. Clair.....	1,325 00	
Stephenson.....		
Tazewell.....	666 25	
Union.....	931 00	
Vermilion.....	6,150 00	
Wabash.....		
Warren.....	880 58	
Washington.....	391 29	
Wayne.....	739 46	
White.....	11,414 80	
Whiteside.....		
Will.....	1,276 00	
Williamson.....	2,175 25	
Winnebago.....	5,980 06	
Woodford.....		
Totals.....	\$175,361 00	\$10

TABLE XIX—*Showing the number of children between twelve and twenty-one years of age unable to read and write.*

Counties.	Males.	Females.	Total.
Adams.....	22	77	39
Alexander.....	49	63	112
Bond.....	10	7	16
Boone.....	2	2	4
Brown.....	6	10	16
Bureau.....	7	4	11
Calhoun.....	30	18	48
Carroll.....	7	1	8
Cass.....	2		2
Champaign.....	8	4	12
Christian.....	17	17	34
Clark.....	20	16	36
Clay.....	34	26	60
Clinton.....	9	6	15
Coles.....	11	9	20
Cook.....	156	115	271
Crawford.....	22	14	36
Cumberland.....	64	66	130
DeKalb.....	1		1
DeWitt.....	12	11	23
Douglas.....	5	3	8
DuPage.....	7	13	20
Edgar.....	23	13	36
Edwards.....	5	1	6
Effingham.....	10	7	17
Fayette.....	16	16	32
Ford.....	12	8	20
Franklin.....	55	46	101
Fulton.....	27	18	45
Gallatin.....	80	52	132
Greene.....	34	20	54
Grundy.....	7	2	9
Hamilton.....	73	81	154
Hancock.....	18	14	32
Hardin.....	17	23	40
Henderson.....	6	1	7
Henry.....	5	1	6
Iroquois.....	59	45	104
Jackson.....	66	17	83
Jasper.....	24	21	45
Jefferson.....	28	33	61
Jersey.....	20	18	38
JoDavlessa.....	18	8	26
Johnson.....	67	54	121
Kane.....	7	12	19
Kankakee.....	26	21	47
Kendall.....	3		3
Knox.....	12	10	22
Lake.....	33	31	64
LaSalle.....	13	15	28
Lawrence.....	4	5	9
Lee.....	1	4	5
Livingston.....	6	6	12
Logan.....	10	3	13
Macon.....	9	5	14
Macoupin.....	34	19	53
Madison.....	16	6	22
Marion.....	21	9	30
Marshall.....	11		11
Mason.....	9	5	14
Massac.....	46	35	81
McDonough.....	20	16	36
McHenry.....	3	1	4
McLean.....	44	23	67



TABLE XIX—Continued.

Counties.	Males	Females.	Total
Menard .....	4	1	5
Mercer .....	3		3
Monroe .....	9	3	12
Montgomery .....	24	12	36
Morgan .....	3		3
Moultrie .....	13	7	20
Ogle .....			
Peoria .....	19	15	34
Perry .....	17	7	24
Platt .....	1		1
Pike .....	64	42	106
Pope .....	57	40	97
Pulaski .....	52	55	107
Putnam .....			
Randolph .....	56	40	96
Richland .....	12	10	22
Rock Island .....	4	5	9
Saline .....	71	67	138
Sangamon .....	16	10	26
Schuyler .....	18	7	25
Scott .....	14	9	23
Shelby .....	46	29	75
Stark .....	3		3
St. Clair .....	56	36	92
Stephenson .....	9	7	16
Tazewell .....	13	12	25
Union .....	101	67	168
Vermilion .....	52	31	83
Wabash .....	28	10	38
Warren .....	4		4
Washington .....	24	16	40
Wayne .....	60	48	108
White .....	149	100	249
Whiteside .....	5		5
Will .....	10	5	15
Williamson .....	105	91	196
Winnebago .....	1		1
Woodford .....	6	6	12
Totals .....	2,618	1,944	4,562

## INDUSTRIAL UNIVERSITY.

The University during the past biennial period has increased in influence and power for good as never before. Its numbers are augmented rapidly, and its course of study in the various departments has been extended as rapidly as circumstances have admitted, and the necessities of the institution have demanded. The trustees and faculty have done all within their power to make the work of the University more efficient, and to extend its usefulness. The results attained excel those of any other period in the history of the institution, in the character and extent of the work done, and in the patronage it has received from the people.

The last General Assembly liberally and wisely appropriated the sum of forty thousand dollars for the erection of a chemical building, besides smaller amounts for agricultural experiments, etc.

The new building erected is among the most complete and convenient buildings for the purpose for which it is designed in the country, and in its arrangements for scientific study there is none that excels it. The people of the state may well be proud of the success the University has attained, and the reputation achieved in the short time it has been in operation.

Many of the young men and women who have availed themselves of the advantages of this new and growing institution of learning, are already occupying honorable positions in the various occupations in which skilled labor is required.

Industrial and technical education are demanded more and more every year by the people, and to a great extent, at least, must be furnished to the youth of Illinois by this University.

### ATTENDANCE FOR THE YEAR ENDING JUNE 6th, 1877.

Gentlemen.....	296
Ladies.....	93
Total.....	388

### NUMBER IN THE SEVERAL CLASSES.

Preparatory.....	114
Freshman.....	93
Sophomore.....	77
Junior.....	56
Senior.....	42
Total.....	382

### ATTENDANCE FOR YEAR ENDING JUNE 5th, 1878.

Gentlemen.....	308
Ladies.....	96
Total.....	404

### NUMBER IN THE SEVERAL CLASSES.

Preparatory classes.....	118
Freshman class.....	103
Sophomore class.....	59
Junior class.....	49
Senior class.....	46
Total.....	375
Special students not matriculated.....	13

The last General Assembly, on petition of the alumni of the University, gave authority by law to the trustees the power of conferring upon such students as shall complete the prescribed courses of study, appropriate literary and scientific degrees. In accordance with the authority thus conferred, during the commencement exercises held June 5th, 1878, the following degrees were conferred by the board of trustees and officers of the University:

*College of Agriculture.*

Charles I. Hays, B. S. School of Horticulture. Class '73.  
Charles C. Lyford, B. S. School of Agriculture. Class '75.  
Wallace E. Bridge, B. S. School of Agriculture. Class '78.  
Charles L. Richards, B. S. School of Agriculture. Class '78.

*College of Engineering.*

Louis R. Noble, B. S. School of Mechanical Engineering. Class of '76.  
Ellis M. Burr, B. S. School of Mechanical Engineering. Class '78.  
Wensel Morava, B. S. School of Mechanical Engineering. Class '78.  
Alexander C. Swartz, B. S. and C. E. School of Civil Engineering. Class '73.  
Ira O. Baker, B. S. and C. E. School of Civil Engineering. Class '78.  
J. A. Ockerson, B. S. School of Civil Engineering. Class of '73.  
Henry Hanser, B. S. School of Civil Engineering. Class of '78.  
August Ziesing, B. S. School of Mining Engineering. Class of '78.  
Prof. N. Clifford Ricker, B. S. and M. Arch. School of Architecture. Class of '72.  
Chas. H. Blackall, B. S. School of Architecture. Class of '77.  
Joseph C. Llewellyn, B. S. School of Architecture. Class of '77.  
Charles K. Ballard, B. S. School of Architecture. Class of '78.  
Samuel A. Bullard, B. S. School of Architecture. Class of '78.  
James A. McLane, B. S. School of Architecture. Class of '78.

*College of Natural Science.*

Arthur E. Barnes, B. S. School of Chemistry. Class of '75.  
Melville A. Scovell, B. S. and M. S. School of Chemistry. Class of '75.  
William D. Rudy, B. S. School of Chemistry. Class of '78.  
Charles W. Rolf, B. S. and M. S. School of Natural History. Class of '72.  
John J. Davis, B. S. School of Natural History. Class of '72.  
Henry S. Reynolds, B. S. School of Natural History. Class of '74.  
Noah B. Coffman, B. S. School of Natural History. Class of '78.  
Mahlon O. Weed, B. S. School of Natural History. Class of '78.

*College of Literature and Science.*

Miss F. Adelia Potter (Mrs. Reynolds), B. L. School of English and Modern Language. Class of '74.  
Geo. F. Kenower, B. L. School of English and Modern Language. Class of '75.  
Miss Mary C. Steele (Mrs. Ricker), B. L. School of English and Modern Language. Class of '75.  
Miss Maggie E. Steward, B. L. School of English and Modern Languages. Class of '75.  
Fernando A. Parsons, B. L. and M. L. School of English and Modern Languages. Class of '76.  
Charles W. Allen, B. L. School of English and Modern Languages. Class of '77.  
Frank Barry, B. L. School of English and Modern Languages. Class of '77.  
Eddy O. Lee, B. L. School of English and Modern Languages. Class of '78.  
James L. Pollock, B. L. School of English and Modern Languages. Class of '78.  
Manford Savage, B. L. School of English and Modern Languages. Class of '78.  
John E. Whitlock, B. L. School of English and Modern Languages. Class of '78.  
Henry W. Zimmerman, B. L. School of English and Modern Languages. Class of '78.  
Miss Henrietta M. Culver, B. L. School of English and Modern Languages. Class of '78.  
Miss Emma Page, B. L. School of English and Modern Languages. Class of '78.  
John L. Preice, B. A. School of Ancient Languages and Literature. Class of '74.  
Alfred Gregory, B. A. School of Ancient Languages and Literature. Class of '78.  
Miss Helen B. Gregory, B. A. School of Ancient Languages and Literature. Class of '78.

## PRESENT ORGANIZATION.

The following extracts from the last annual catalogue will show general organization of the university and the courses of study in h college:

## EXTRACTS FROM THE LAST ANNUAL CATALOGUE.

## COLLEGES AND SCHOOLS.

ie institution is a true university in the best American sense, though differing dededly in the character of some of its colleges from the older institutions of this country. i divided into four colleges, and these are again subdivided into schools. A school is erstood to embrace the course of instruction needful for some one profession or vocation. Schools that are cognate in character and studies, are grouped under the same ege.

## I. THE COLLEGE OF AGRICULTURE.

School of Agriculture. School of Horticulture.

## II. COLLEGE OF ENGINEERING.

School of Mechanical Engineering. School of Civil Engineering.  
School of Mining Engineering. School of Architecture.

## III. COLLEGE OF NATURAL SCIENCE.

School of Chemistry. School of Natural History.  
School of Domestic Science.

## IV. COLLEGE OF LITERATURE AND SCIENCE.

School of English and Modern Languages. School of Ancient Languages.

## V. ADDITIONAL SCHOOLS.

School of military science. School of commerce. School of art and design.

ocal and instrumental music, telegraphing and photography are also taught, but not arts of the regular courses.

## PRELIMINARY YEAR.

reparatory work is already well done in the many excellent high schools of the State, the funds of the university ought not to be diverted from their proper uses, to provide instruction in merely preparatory studies. But a needful advance in the standard admission to the college courses, and the necessity of providing temporarily for those o come from places where no good high schools exist, have induced the trustees to provide for preparatory classes in the studies lying between the common school studies and the ege courses.

andidates for these classes must be at least fifteen years old. They must also pass satisfactory examinations in arithmetic, geography, English grammar, and history of the ited States. The examination in these branches should be equal to that usually required for a second grade certificate for teachers. This examination may be made by county erintendents. The studies taught in the preliminary year are as follows:

## FIRST TERM.

Algebra (Olney's) Physiology (Dalton's), Book-Keeping.

## SECOND TERM.

Geometry (Olney's) English, Elements of Composition (Swinton's School Composition, or equivalent), Orthoepey and Word Analysis (Introduction to Webster's Academic Dictionary), and Natural Philosophy (Peck's Ganot).

## THIRD TERM.

Geometry completed; English (as in second term with the addition of Goldsmith's *Tra-dler*, or an equivalent, read for analysis), and botany.

For candidates for the classical course the studies will be as follows:

FIRST TERM.—Algebra, Latin (Cæsar). Greek (Grammar and reader). SECOND TERM.—Geometry, Latin (Cicero). Greek (Anabasis). THIRD TERM.—Geometry, Latin (Virgil). eek (*Anabasis*).

Students in the preparatory studies are not matriculated as university students. They pay no entrance fee, but are charged a tuition fee of ten dollars a term and the incidental fee of five dollars a term. They have all the privileges of the library and of the public lectures.

## COLLEGE OF AGRICULTURE.

### SCHOOLS.

SCHOOL OF AGRICULTURE.

SCHOOL OF HORTICULTURE.

### ADMISSION.

Candidates for admission to the College of Agriculture must be at least fifteen years of age, and must pass satisfactory examinations in the common school branches, and in the studies of the preliminary year.

The instruction unites, as far as possible, theory and practice—theory explaining practice and practice illustrating theory. The technical studies are mainly taught by lectures, with careful readings of standard agricultural books and periodicals, and frequent discussions, oral and written, by the students, of the principles taught. These are also illustrated by demonstrations and observations in the fields and stables, not only of the University, but of leading farmers and stock-growers in the vicinity.

### TECHNICAL STUDIES.

*Elements of Agriculture.*—Outline of the general principles underlying Agriculture in its theory and practice, introductory to the other technical and scientific studies of the course.

*Agricultural Engineering and Architecture.*—Arrangement of the farm; its improvement by mechanical means, as drainage and irrigation; its divisions, fences, hedges, etc.; its water supply; the construction of roads; arrangement, planning and construction of farm buildings; the construction, selection, care, and use of farm implements and machinery.

*Animal Husbandry.*—Principles of breeding and management of our domestic animals; description of all important breeds and varieties, giving their history and adaptations.

*Rural Economy.*—Relations of agriculture to other industries and to national prosperity; influences which should determine the class of farming to be adopted; comparisons of special and general systems; uniting of manufacturing with farming; culture of the various farm crops—cereals, grasses, etc.

*History of Agriculture.*—Progress and present condition in this and other countries. Influence of climate, civilization and legislation in advancing or retarding. Agricultural literature and organizations.

*Rural Law.*—Business law; laws especially affecting agriculture—tenures of real estate; road, fence, drainage laws, etc.

*Laboratory Work.*—Experiments and special investigations by each student. A Thesis is required embodying the results of this work.

### VETERINARY SCIENCE.

In veterinary science the lectures are given by a graduate of the schools of veterinary science in both Edinburgh and London. This science is taught during the third year. In the first term the Anatomy and Physiology of the Domestic Animals will be taught by lectures, demonstrations and dissections. Post-mortems of healthy and diseased animals will be made, so that the student may become practically acquainted with the tissues in health and in disease. The first six weeks of the second term will be devoted to the study of veterinary medicines, their action and uses; the remainder of the term to lectures on the principles and practice of veterinary science. During the third term, practical instruction will be given in clinical work, as cases present themselves, at the veterinary infirmary, where animals are treated or operated on free of charge, for the instruction of the students. Lectures will also be given on veterinary sanitary science and the principles and practice of veterinary surgery.

### APPARATUS.

The College has for the illustration of practical agriculture, a stock farm of 410 acres, provided with a large stock barn fitted up with stables, pens, yards, etc.; also an experimental farm of 180 acres, thoroughly furnished with all necessary apparatus. It has also fine specimens of neat cattle, short-horns and jersey. Also several breeds of swine, to illustrate the problems of breeding and feeding. The experimental department exhibits field experiments, in the testing of the different varieties and modes of culture of field crops, and in the comparison and treatment of soils. It includes also experiments in ag-

Henulture and horticulture, under the direction of the professors of agriculture and of horticulture and of the farm superintendent, and experiments in feeding animals of different ages, and development upon the various kinds of food. In common with similar departments in the several state agricultural colleges of the country, it attempts to create positive knowledge towards the development of an agricultural science.

The barn on the stock farm has north and west fronts of 80 feet each. Each limb, or L, is 40 feet wide. It is of the kind known as the side-hill barn. The barn on the experimental farm is of less size, but is fitted up with greater convenience, and is supplied with a mill for grinding feed, run by a large wind-mill.

A veterinary hall and stable has been provided, and a clinic is held to illustrate the lectures on veterinary science. The department has *papier-mache* models of the foot and teeth of the horse at different ages. Dr. Auzoux' celebrated complete model of the horse in 97 pieces, and exhibiting 3,000 details of structure, has just been received from Paris.

Surveying and drainage are illustrated by field practice, with instruments, and by models. Agricultural chemistry is pursued in connection with laboratory practice, in the analysis of soils, fertilizers, food, etc. The college also has fine collections of soils, seeds, plants, implements, skeletons of domestic animals, plans, charts, and other apparatus, including a large number of models of agricultural machinery from the patent office.

### AGRICULTURAL COURSE.

*Required for the Degree of B. S. in School of Agriculture.*

#### FIRST YEAR.

1. Elements of Agriculture, chemistry, trigonometry and advanced geometry.
2. Chemistry, American authors, free-hand drawing.
3. Vegetable physiology, chemistry, rhetoric.

#### SECOND YEAR.

1. Agricultural chemistry, (soils and plants), botany, German.
2. Agricultural chemistry (tillage, fertilizers, foods), botany, German.
3. Economic entomology, zoology, German.

#### THIRD YEAR.

1. Agricultural engineering and architecture; animal anatomy and physiology, geology or ancient history.
2. Animal husbandry, veterinary science, physics or mediæval history.
3. Landscape gardening, veterinary science, physics or modern history.

#### FOURTH YEAR.

1. Meteorology and physical geography, mental science, history of civilization.
2. Rural economy, constitutional history, logic.
3. History of agriculture and rural law, political economy, laboratory work, graduating thesis.

### FARMER'S COURSE.

To meet the wants of young farmers or others who cannot give the time necessary for the full course, and yet desire to fit themselves to be successful farmers, a special course has been arranged, in which the student gives exclusive attention to the technical agricultural studies, including veterinary science, and completes these in one year. Students will be admitted to this course on passing a satisfactory examination in the common school branches, but they will receive greater benefit from it if they have made better preparation, especially if they have a good knowledge of botany and chemistry. They should not be less than eighteen years of age. The studies in this course are arranged in the following order:

1. Elements of agriculture, agricultural engineering and architecture, animal anatomy and physiology.
2. Animal husbandry, rural economy, veterinary science.
3. History of agriculture and rural law, practical entomology, landscape gardening or veterinary science

### SCHOOL OF HORTICULTURE.

The instruction is both theoretical and practical. The class-room recitations and lectures are supplemented by practice in the fields and plant-houses. The course recommended for those intending to prepare for the duties of the practical horticulturist, is given below.

At the end of the course a thesis is required upon some subject connected with horticultural science or pursuits. This must be the record of original experiment or research, with appropriate deductions. Suitable illustrations are to accompany the paper. All theses will be deposited in the library of the university.

## APPARATUS.

Ample provision is made for the illustration of the subjects taught. The cabinet contains among other things: a series of colored plaster-casts of fruits prepared at the university; *modeles classiques* of fruits and flowers by Auxoux of Paris; collections of seeds of native and exotic plants; specimens of native and foreign woods; of beneficial and injurious insects, and specimens showing their work; numerous dry and alcoholic specimens and preparations; maps, charts, diagrams, drawings, etc.

The school is well supplied with compound microscopes and apparatus, and students have abundant opportunity to learn their use, and to make practical investigations with them. The herbarium is rich in specimens of useful and noxious plants, including many of the fungous parasites which cause disease to cultivated crops.

Upon the grounds devoted to the use of the school, there are: 1. A very large specimen apple orchard planted in 1869, and containing about 1000 varieties,—many varieties of pears, cherries, grapes and small fruits. 2. A nursery of young trees, in which students have regular work in propagation, etc. 3. A forest-tree plantation embracing the most useful kinds for timber. 4. An arboretum in which all hardy indigenous and exotic trees are planted as fast as they can be secured, and now containing nearly 100 varieties. The ornamented grounds which surround the University building, embrace about twenty acres, and are kept in neat and attractive style. These with all the adjuncts of lawns and flowering shrubs, lawn and beds of flowers and foliage plants, walks of different materials and styles of laying out, give illustration to the class-room work in landscape gardening. A spacious green-house, much enlarged the past year, contains a collection of plants of great value for the classes in floriculture and landscape gardening, besides furnishing students with practice in hot-house and green-house management. The library contains the best literature upon these subjects.

## TECHNICAL STUDIES.

*Elements of Horticulture*.—This study is an introduction to the subjects which are presented in a comprehensive manner afterward, and gives the most possible information in regard to cultivated trees, fruits, vegetables and flowers, in the time devoted to it. The instruction is mainly by lectures illustrated by specimens and drawings. The following topics are discussed: Orchard sites, the age of trees to plant, the season to plant, how to plant, what to plant, the management of the soil, pruning and care of trees, gathering and preserving fruit, diseases and injuries, the nursery, ornamental trees and shrubs, flower gardens, vegetable gardens, including propagating beds and houses, the vineyard and small fruits, and timber tree plantations. Students have instruction and practice in grafting, budding, propagation by cuttings, etc. Each student has usually grafted from two hundred to one thousand root-grafts of apples.

*Pomology and Forestry* are studied fourteen weeks. Much of the first half of the term is spent in the orchards, nurseries, and forests, making observations and collections, and in laboratory work, determining species, varieties, etc. A large collection of apples, pears, grapes, peaches, etc., is made each year, and the chief characteristics of each pointed out. Practice is also had in making drawings and plaster casts. Written descriptions of the fruits are carefully made and compared with those given in the books, and systems of analysis and classification put to practical test. Students see and perform the skilled operations usually practiced in the propagation and growth of trees.

Pruning and training by various methods, especially of grapes, are discussed in the class room, and illustrated upon the grounds.

Students also study the injurious insects and fungi which cause or accompany diseases of trees and fruits, and the method of preventing or diminishing their ravages.

The native forests of the vicinity and the country at large are studied as a foundation for the lessons upon the influence and value of timber and other trees, and their agricultural culture. For the latter, the forest trees plantation on the university grounds, and the arboretum, afford practical illustration.

*Plant Houses and Management*.—This study includes garden and landscape architecture, the methods of construction, heating and ventilation and general management, so as to secure, under the different circumstances, the best plant growth. The class room work consists of lectures and architectural designing and drawing. Illustration and practice are afforded by the plant houses of the university.

*Landscape Gardening*.—Eleven weeks are devoted to this study. Lectures are given upon the general principles of the art, the history and styles, the kinds and use of trees, shrubs, grass and flowers, the introduction and management of water, the construction and laying out of drives and walks, fences, buildings, etc. The class draw first from copy, then, after the actual study of some locality with its environments, design and draw full plans for its improvement, indicating position of all prominent objects, including the kinds and groups of trees and other plants. These plans, with specifications, are to be deposited in the library of the school. Excursions are made when found practicable for the study of public and private grounds.

*Floriculture*.—Fourteen weeks are occupied in the study of the kinds, propagation, growth and care of flowering and other ornamental plants. Each student has practice in propagating by cuttings and otherwise, in potting and shifting, and care of plants requiring various treatments. Insects and diseases with the remedies are thoroughly treated, and the means of securing vigor of growth, or abundance of flowers, are studied and illustrated by practice.

For statement of studies in *Botany* and *Entomology* and for *Microscopy* and *Fungology*, see school of natural history.

For *Agricultural Chemistry*, see school of chemistry.

*Horticulture History and Rural Law*.—Ten weeks. This term's study nearly corresponds with that for the same time in the agricultural course, and when alike the two classes are made one. Students of this course have special study of the history and literature of horticulture, so far as these are distinct from that of agriculture.

## HORTICULTURAL COURSE.

*Required for Degree of B. S. in School of Horticulture.*

## FIRST YEAR.

1. Elements of horticulture, chemistry, trigonometry and adv. geometry.
2. Chemistry, free hand drawing, American authors.
3. Vegetable physiology, chemistry, rhetoric.

## SECOND YEAR.

1. Botany, agricultural chemistry (soils and plants), German.
2. Botany, agricultural chemistry (tillage and fertilizers), German.
3. Economic Entomology, Zoology, German.

## THIRD YEAR.

1. Pomology and forestry, architecture and engineering, geology or ancient history.
2. Plant structures and management, physics, mediæval history.
3. Landscape gardening, physics, modern history.

## FOURTH YEAR.

1. Floriculture, meteorology and physical geography, mental science.
2. Microscopy and fungology, constitutional history, logic.
3. Horticultural history and rural law, political economy, laboratory work, graduating thesis.

## COLLEGE OF ENGINEERING.

## SCHOOLS.

MECHANICAL ENGINEERING,  
MINING ENGINEERING,

CIVIL ENGINEERING,  
ARCHITECTURE.

## ADMISSION.

Applicants must be at least fifteen years of age. The requirements for admission embrace the common school branches and the studies of the preliminary year. The examinations in mathematics are especially thorough.

Those who will make further preparation than is required before entering, can make their courses more extensive and profitable. The following suggestions are offered to such as wish to make thorough work: French and German, are pursued at least one year each. Some preparation in Latin will be of great assistance in these languages. The engineer and architect should be adepts in the various departments of drawing, and some previous study of this branch will be of great advantage.

## SPECIAL EXERCISES, VACATION JOURNALS, AND MEMOIRS.

During the second and third vacations, journals are required to be kept by each student of the college, to be presented at the opening of the winter term, and read before the faculty and students of the college, in evening sessions.

The Journal should consist of illustrated descriptions of engineering and architectural subjects: such as important steam engines, water and gas works, mines and mining machinery. Special methods in use of government and land surveys, make-up of parties; plans and ornamentation of important buildings; architectural style and details, stability, economy and novelty of construction of roof trusses, arches, bridges, canals and reservoirs, peculiar instruments, machinery for spinning metals, making gas pipes, saws, etc.

## THESES.

In all the schools of this college a thesis is required as a condition of graduation. It must be an original composition of suitable length, upon a subject appropriate to the school, and approved by the professor in charge. The student must be prepared to explain and defend it before his class. It must be illustrated with such photographs, drawings and sketches as may be needed, and embellished with a title page neatly designed and printed with India ink, or colors. It must be upon regulation paper and securely bound. It will be prepared during the latter part of the fourth year and presented at the close of the course, after which it will be deposited in the library of the university.



The vacation journals will be preserved in the cabinets of the respective schools for future reference. These papers, and also the practical exercises mentioned in each course, will be credited upon the diploma, and no course of the college will be accounted complete without them.

## SCHOOL OF MECHANICAL ENGINEERING.

### INSTRUCTION.

The instruction, while severely scientific, is thoroughly practical. It aims at a clear understanding and mastery of all mechanical principles and devices. Practice in the mechanical laboratory, is counted as one of the studies of the course.

In principles, the knowledge is imparted by lectures, combined with the use of plates and illustrative models, and by text books. Examples are also given, showing the application of the theories and principles taught. Experiments in the testing of machines and motors are undertaken by the student.

In practice, the instruction consists in the production of elementary forms and in the execution of projects, in which the student constructs machines, or parts thereof, of his own designing, and from his own working drawings.

In designing, the student begins with elements, and proceeds with progressive exercises till he is able to design and represent complete machines.

### INSTRUCTION IN MECHANICAL ART AND DESIGN.

An elementary course of shop practice has been carefully arranged, the object of which is to familiarize the student with the forms of the parts of machines, and how to produce them. It aims to acquaint the student with all the ordinary cutting tools for iron and wood; the form and condition for most effective work; the machines and appliances by which they are put into action, and the instruments by which desired dimensions of product are obtained. This practice is carried on in the mechanical laboratory, and represents five different shops, viz:

- 1—Pattern making.
- 2—Blacksmithing.
- 3—Moulding and founding.
- 4—Bench work for iron.
- 5—Machine tool work for iron.

In the 1st, the practice consists of planing, turning, chiseling, etc., in producing true surfaces of various forms in wood, and also of combining pieces by glue joint, etc., preliminary to correct pattern making. Patterns are finally made from which are cast pieces in iron, brass, etc., to be worked in the subsequent shops.

In the 2d, the student uses the forge and performs the various elementary operations, such as drawing, upsetting, bending, welding, etc.

In the 3d, several pieces are moulded in sand and cast, part of which are useful in the succeeding shops.

In the 4th, there is first a course of free-hand bench work, where the cold-chisel and file are the only tools. After the hand and eye are sufficiently trained, fitting is begun, and the square, bevel, rule, compasses and other auxiliary bench tools are brought into requisition. Pieces are then fitted together by the file, with surfaces carefully finished in the best manner of the fitter's art.

The 5th shop involves the use of the ordinary machine tools of the machine shop. The first practice employs three machines with their usual cutting tools or bits, in the common operations, such as turning cylinders, disks, grooves and fillets; boring, drilling, hand-turning, milling, planing, etc. Following this is a course of practice in fitting and finishing, in which the usual aids, such as calipers, rules, etc., are introduced, and many of the various fittings employed in machinery are produced. Polishing and finishing of surfaces are also practiced.

Lectures are combined with this practice, in which the most favorable forms and manipulations of cutting tools and auxiliary appliances are explained.

Previous to the shop work, the pieces are drawn by the student, and the exact thing to be done is indicated, thus avoiding mistakes, and facilitating practice.

Simultaneously with this practice, the designing of such machine elements as pulleys, journal boxes, cranks, stuffing boxes, etc., cultivates a knowledge of proportion, and of its proper representation on paper. This practice in designing and drawing is a leading feature in the course of instruction.

This elementary practice fits the student for the advanced shop practice in designing and construction of complete machines undertaken later in the course.

### PURE MATHEMATICS.

*Advanced Geometry*—Applications of algebra to geometry; transversals; harmonic proportions, etc. *Trigonometry*—Analytical and plane. Relations between the functions of

an arc; formation and use of tables: solution of plane triangles. *Analytical Geometry*.—Construction of equations; discussion, in a plane, of the point, right line, circle, ellipse, parabola and hyperbola; higher plane curves, cycloid, cissoid of diocles, etc. *Differential Calculus*.—Differentials of algebraic and transcendental functions; Maclaurin's theorem; Taylor's theorem; maxima and minima of functions of one variable; equations of tangents, normals, sub-tangents, sub-normals, etc.; differentials of lines, surfaces and volumes. *Integral Calculus*.—Integration of elementary forms and of rational fractions; rectification of plane curves; quadrature of plane areas and surfaces of revolution; and cubature of solids of revolution.

*Advanced Algebra*. Binomial theorem, properties and summation of series. Exponential quantities logarithms. General theory and methods of solving equations. *Analytical Geometry*.—Loci in space; surfaces of the second order. *Differential Calculus*.—Differentials and maxima and minima of functions of two or more variables; osculatory curves; radius of curvature; evolutes, involutes and envelopes, discussion of algebraic and transcendental curves and surfaces; tangent and normal planes; partial differentials of surfaces and volumes. *Integral Calculus*.—Integration of transcendental and irrational differentials; differentials of higher order, differential equations; rectifications, quadrature and cubature in general. *Spherical Trigonometry*.—General formulas; solution of spherical triangles. *Calculus of Variations* will be taught to advanced students.

### PHYSICS.

The course in physics is complete and thorough, embracing the four kinds of work following:

1. Recitation, four exercises a week, in which a text book is used as a guide.
2. Physical experiments one day each week, in which the student uses the instruments in testing the principles taught.
3. Illustrated experiments one evening each week, in which the more costly apparatus is used before the whole class, in such experiments as are difficult to perform, and which are most effective when prepared for an audience.
4. The higher physical experiments by advanced classes, consisting either of researches, or of reviews of careful and elaborate experiments previously worked up by others.

To prepare for the last named work the student must have pursued physical studies at least one term in the first three.

The department of physics is amply provided with illustrative apparatus for use in the lecture room, and an extensive physical laboratory. The collection of instruments, costing over \$5,000, embraces acoustic apparatus from R. Koenig, of Paris; apparatus for heat and molecular physics from J. Salleron, of Paris; for light, optics and electricity from Stœhrer, of Leipzig, and Browning and Newton, of London; pneumatic and electrical apparatus from E. S. Ritchie, of Boston; and a large number of pieces prepared at the mechanical shops of the university. It includes, also Browning's electric lamp; and from Eliot Bros., London, resistance coils, galvanometers, etc., for higher researches in electricity.

### TECHNICAL STUDIES.

*Cinematics and Principles of Mechanism*.—Relative motion of points in a system of connected pieces: motion independent of force; velocity ratio; investigation of motion of elementary parts of machines, as friction and noncircular wheels in rolling contact; cams and curves in sliding contact; correct-working gear teeth; gearing chains; escapements; link-work.

*Analytical Mechanics*. Equations of equilibrium; moments; virtual velocities; centers of gravity; mechanical powers; friction; dynamics.

*Hydraulics*.—Amount and center of pressure upon submerged surfaces; flow of liquids through orifices, weirs, pipes and channels; distribution of water in cities. Forms and arrangement of orifices for fountains.

*Thermodynamics*.—The laws and complete theory of thermodynamics as required in the study of all kinds of heat engines, including the deportment of perfect gases during expansion, and also steam and other fluids not perfect gases; action of heat in changes of state and in confined fluids;

*Resistance of Materials*.—See school of civil engineering.

*Prime Movers*.—The theory and useful effects of turbine water-wheels, and best form of the parts for high efficiency; other water-wheels and wind-wheels. Application of thermodynamics in the study of heat engines. Relative economy of different engines.

### MILL-WORK AND MACHINERY.

Trains of mechanism, studied with reference to their resistance and efficiency. Best forms for transmission of power for short and great distances. Forms of the parts for securing desired results in power and velocity; elastic and ultimate strength of parts.

*Projection Drawing*.—Use of instruments in applying the elements of descriptive Geometry; use of water colors; isometrical drawing; shades and shadows; perspective.

*Free-hand Drawing*.—Sketches of machinery; ornamentation; lettering.

**Machine Drawing.**—Working drawings of original designs; finishing in water colors, and in line shading; details for shop use according to the practice of leading manufacturers.

**Projects and Practice.**—The shop practice of the first year has already been described. The second year practice will have for its object the production of some model or machine. The students under the immediate direction of teachers, carefully determine the dimensions and shapes best suited for the parts of some machine, reduce them to neat and accurate working drawings and make tracings for shop use. No student will commence his advanced shop practice without working drawings. The designs are such as require executions in iron, brass and wood, for the purpose of giving breadth of practice. The student is required to make the patterns and castings, finish the parts, and put them together in accordance with the working drawings and the required standard of workmanship. This acquaints him with the manner in which the mechanical engineer carries his design into execution, and teaches him to so shape, proportion and dispose the parts of a machine as to secure the greatest economy of construction and durability in use. The practice of the third year will include the careful construction of mechanical movements, strictly in accordance with the theoretical determination of the form of the parts.

Besides these practical exercises, students of sufficient skill may be employed in the commercial work which is undertaken by the shop. For this work they receive compensation. This work includes all kinds of machine building and repairing, and will serve to extend and confirm the practical experience of the student.

**Experiments and Practical Problems.**—Experiments in the testing of prime movers and other machines, are undertaken by each student. They take indicator diagrams from the engine of the mechanical laboratory and in factories in the adjoining towns, and determine from them the power developed with different degrees of expansion, and the defects of valve movement in distribution of steam.

In strength of materials the student determines the modulus of rupture and co-efficient of elasticity of about six kinds of building material. In hydraulics the flow of water through orifices of different form are studied experimentally. In mechanism each student works out and reports on an original problem involving mechanical movements.

#### APPARATUS.

This school is provided with plates and a cabinet of models illustrating mechanical movements and elementary combinations of mechanism. This collection is rapidly increasing by our own manufacture, and by purchase from abroad. It includes many of Riggs's models, and others from the celebrated manufactory of J. Schroeder, of Darmstadt, Germany. About two hundred valuable models from the United States Patent Office are also included in the cabinet.

The state has provided a large mechanical laboratory and workshop.

The pattern shop is furnished with complete sets of tools, benches and vises for pattern-makers. In a separate building are forges, a moulder's bench with sand, and brass and iron furnaces sufficient for the castings ordinarily required. Additional sets of tools are provided for the special use of students in the shop-practice classes.

#### MECHANICAL ENGINEERING COURSE.

*Required for degree of B. S. in school of mechanical engineering.*

##### FIRST YEAR.

1. Plane trigonometry and advanced geometry; projection drawing; French.
2. Analytical geometry; descriptive geometry and lettering; French.
3. Calculus; shop-practice and free-hand drawing; French.

##### SECOND YEAR.

1. Designing and construction of machines; advanced algebra and analytical geometry; German.
2. Advanced calculus; designing and construction of machines; German.
3. Advanced calculus; astronomy; German.

##### THIRD YEAR.

1. Mechanism and mechanical laboratory; advanced descriptive geometry; chemistry and laboratory practice.
2. Analytical mechanics and mechanical laboratory; chemistry and laboratory practice; physics.
3. Analytical mechanics; modern history; physics.

##### FOURTH YEAR.

1. Resistance of materials and hydraulics; geology; thermodynamics; pneumatics.
2. Prime movers; constitutional history; construction drawing.
3. Mill work; designing and laboratory practice; political economy, graduating thesis.

## SCHOOL OF CIVIL ENGINEERING.

## INSTRUCTION.

The student should lay a broad foundation in general culture, which will enable him to pursue his professional studies with greater ease and advantage. With this view, the subjects peculiar to civil engineering are not introduced until the second year.

The instruction is given by lectures, text books and reading, to which are added numerous problems and practical exercises, as serving best to completely explain subjects and fix them in the mind. Models and instruments are continually used, both in lectures and by the students themselves.

## COURSE OF STUDIES.

The complete course occupies four years. The studies of the first three years will prepare students for undertaking many engineering operations, such as the building of railroads, canals, embankments, etc. The fourth year is intended to fit them for the higher engineering constructions, such as the building of arches, trussed bridges, and supporting frames of all kinds.

Each year consists of thirty-six working weeks, divided into fall, winter and spring terms. The four years are divided among the different branches nearly as follows: Languages, 360 recitations; pure mathematics, 369 recitations; drawing of all kinds, 840 hours; lectures with mathematical analysis, 100 hours; surveying, recitations, drawing and field practice, 200 hours; physics, mechanics, hydraulics, astronomy, geology, chemistry, mental philosophy, logic, political economy, history, altogether 680 lectures, recitations, and exercises; practice in the chemical laboratory, 110 hours; engineering projects, 240 hours. Besides the above, there are various special exercises requiring time, the amount of which cannot be assigned. Each recitation requires one hour in the class-room, and to its preparation should be given an average time of three hours.

## TECHNICAL STUDIES.

*Mathematics.*—For a list of the principal subjects included under pure mathematics, see the school of mechanical engineering.

The following are those included in applied mathematics:

*Descriptive Geometry.*—Problems on the point, right line and plane; warped surfaces; perspective; shades and shadows; practical problems.

*Analytical Mechanics and Hydraulics.*—See school of mechanical engineering.

*Astronomy.*—The observatory; instruments and their adjustments; determination of time, latitude and longitude; practical exercises.

*Geodesy.*—Figure of the earth; surveys of the earth's surface; base lines; parallels and meridians; methods of the United States surveys; barometric measurements.

*Land Surveying.*—Areas; distances; omissions and corrections; standard units; metrical system; refraction; curvature of the earth; theories of surveying instruments; adjustment of instruments. *R. R. Surveying.*—curves; turnouts; crossings; obstructions; slope stakes; earth-work; grades; curvature of rails; coning of wheels; calculation and use of tables.

## DRAWING.

*Projection Drawing.*—Use of instruments in applying the elements of descriptive geometry; use of water colors; isometrical drawing; shades, shadows and perspective; drawings finished in colors and by right-line shading; bridges; right and oblique arches. *Free-hand*—landscapes; buildings; lettering and ornamental work. *Typographical*—sketching; ink drawings; conventional signs, etc. *Mapping*—railroad and city and county maps. *Architectural*—designing and drawing of engineering structures.

## NATURAL SCIENCE.

*Physics.*—See school of mechanical engineering. *Chemistry*—inorganic chemistry and qualitative analysis. *Geology*—elements of physiographic, lithological, historical and dynamical geology.

## ASTRONOMY AND GEODESY

*Descriptive astronomy* is given by lectures with a text-book. The equatorial telescope is in constant use during the favorable weather. *Practical astronomy* is given by lectures and practical work with the meridian circle, sextant, theodolite, and engineer's transits adapted to astronomical work; and by astronomical calculations. *Geodesy* is given by lectures, practice and calculations.

## ENGINEERING.

*Road engineering.*—Location and construction of roads and railroads; grades; gauges; tunnels, etc. *Resistance of materials*—elasticity; safe limits; shearing stress; flexure and strength of beams and columns; practical formulae. *Trusses*—analysis of a variety of roofs and frames, with methods of obtaining the strains. *Bridge construction*—Warren's, Howe's, and other trusses; tubular and suspension bridges; arches, etc. *Stone work*—stone; limes and mortars; foundations, etc.

## PROJECTS.

During the spring term of the second year, an accurate topographical survey of a locality is made by the class, and instruction given in the use of the level, preparatory to a project in railroad engineering, which is executed in the fall term of the next year. The plane-table is used as in the U. S. Surveys.

The project consists of a preliminary survey, locations, drawings and estimates.

The preliminary survey will consist in an examination of the locality, and in running tangent lines, with leveling and topographical sketching.

The location will consist in running the line over the route decided upon, with all the necessary measurements and calculations for establishing the grade, setting slope stakes, determining the amount of earthwork, designing the buildings, bridges, culverts, etc.

The drawings will include alignment, profile, plans, and sections.

The estimates will give the cost of ground, earthwork structures, rolling stock, etc.

A project in geodesy, or higher engineering, will be executed during the senior year.

## APPARATUS.

The school is provided with both English and American instruments for the different branches of engineering practice, and for the astronomical work of higher surveying. It has numerous models for illustration of its specialties, and access to the cabinets of the other schools. To facilitate the practice in trigonometrical and land surveying, it has a specially prepared area, in which the difficulties of plane surveying are presented to the beginner as he is able to meet them, and where he is taught practical methods of overcoming them. This area is subdivided by a large number of lines, the positions of which are accurately known, but not by the student. He is then required to determine the position of the 'corners' by various methods, and to calculate the enclosed areas. Other problems are given in determining inaccessible distances, passing obstacles, avoiding local attractions, etc., for which the ground is prepared. The number of divisions is so large that no two students need have the same problem, and so accurately laid out that the correctness of the student's work can at once be determined.

An astronomical observatory for meridian observations, and of suitable size for the practical exercises in astronomy, has been erected and is in use. An equatorial telescope has also been mounted for the use of the students. A set of Smithsonian meteorological instruments has been procured, placed in suitable position, and observations commenced. A universal instrument for astronomical and geodetic work is being made for the use of the senior classes, by Messrs. Ertel & Son, Munich. It will read to seconds of arc both in altitude and azimuth by four micrometers, and will in all respects be a superior instrument, adapted to the most accurate work.

## CIVIL ENGINEERING COURSE.

*Required for degree of B. S. in school of Civil Engineering.*

## FIRST YEAR.

Same as in mechanical engineering.

## SECOND YEAR.

1. Advanced algebra and analytical geometry; land surveying; German.
2. Advanced calculus; drawing, 10; German.
3. Advanced calculus and spherical trigonometry; topographical surveying; German.

## THIRD YEAR.

1. Advanced descriptive geometry; chemistry and laboratory practice; railroad surveying.
2. Analytical mechanics; chemistry and laboratory practice; physics; weekly exercises in practical astronomy.
3. Analytical mechanics; astronomy; physics; weekly exercises in practical astronomy.

## FOURTH YEAR.

1. Resistance of materials and hydraulics; meteorology and physical geography; geodesy.
2. Bridges; constitutional history; geology.
3. Stone work; physical laboratory; political economy; graduating thesis.

## SCHOOL OF MINING ENGINEERING.

## OBJECT AND INSTRUCTION.

This school is intended to qualify the student for undertaking mining operations of all kinds. Its instruction consists of a thorough training in the principles of theoretical and applied chemistry, of chemical and blow-pipe analysis, of assaying and metallurgy, and of the engineering operations of mining.

## STUDIES AND APPARATUS.

The course of studies embraces both the engineering and metallurgical studies, with practical exercises in analysis and assaying. A large collection of models from a celebrated European manufactory, and costing over \$10,000, has been provided for this school. The geological and mineralogical cabinets are provided with specimens of minerals, ores and rocks. In the new chemical laboratory, provision is made for metallurgical and assaying laboratories, with stamp mill, presses and other apparatus required for practical instruction in this department.

## COURSE IN MINING ENGINEERING.

*Required for degree of B. S. in school of mining engineering.*

## FIRST YEAR.

Plane trigonometry and advanced geometry; projection drawing; French.  
Analytical geometry; descriptive geometry and drawing; French.  
Calculus; drawing; French.

## SECOND YEAR.

Advanced algebra and analytical geometry; chemistry and laboratory practice; German.  
Advanced calculus; chemistry and laboratory practice; German.  
Advanced calculus and spherical trigonometry; topographical surveying; German.

## THIRD YEAR.

Advanced descriptive geometry; surveying; mineralogy.  
Analytical mechanics; physics; chemical laboratory.  
Analytical mechanics; physics; chemical laboratory.

## FOURTH YEAR.

Resistance of materials and hydraulics; geology; chemical laboratory, and metallurgy.  
Mining engineering; drawing or constitutional history; chemical laboratory and metallurgy.  
Chemical laboratory; drawing; political economy; graduating thesis.

## SCHOOL OF ARCHITECTURE.

## OBJECT OF THE SCHOOL.

The school seeks to prepare students for the profession of Architecture. For this a thorough knowledge of scientific principles applied to building ability and correct taste in design, and some technical knowledge of the various building trades, with skill in the use of tools are necessary, and are prominent features in the course of instruction.

## INSTRUCTION.

The technical instruction is given chiefly by lectures, illustrated by sketches, models or drawings, and practical application is made by the student. Drawing is practiced throughout the course, and, as far as possible, original work is required. Drawing from casts and modeling in clay, give facility in sketching details and exact knowledge of form. Shop practice, designs are made by the student, to reduce scale, of roofs, stairs etc., worked out in wood. The course in mathematics, mechanics, physics, etc., is nearly identical with that in other schools of engineering.

## TECHNICAL STUDIES.

*Drawing from casts*—Outline sketches and finished drawings in pencil and crayon.

*Modeling in clay*—From casts and original designs; weekly exercises in designing architectural ornaments.

*Wood construction and drawing*—Construction and finish of wooden buildings, roofs, gables, domes, towers, stairs, etc.

*Brick, stone and iron construction and drawing*—Buildings of brick, stone and iron walls, gables, stone work, iron fronts, fire-proof floors, etc.  
Ten lectures and eight hours of drawing weekly

*Architectural drawing*—Preparation of full sets of finished drawings from sketches; weekly exercises in design of architectural details.

*Architectural designing*—Working out of original designs for specified project and preparation of complete finished drawings.

*History of Architecture*—Daily lectures on history of architectural style; the construction and decoration employed; most important examples; ideas applicable to American architecture.

*Aesthetics of architecture*—Three lectures and seven hours' designing weekly in aesthetics applied to architecture; laying out grounds, planning buildings for various purposes, grouping their parts, external and internal decoration, harmonies of color; general principles of decoration by form and color, for wall paper hangings, carpets, furniture, etc.

*Estimates*—Practice in measuring, valuing of materials and labor for all kinds of builders' work and in making out full sets of estimates.

*Agreements and specifications*—Lectures on, and preparation of, complete sets.

*Heating and ventilating*.—The best modes of; fuels, and motion of air in flues.

#### SPECIAL EXERCISES.

Specimen plates will be required of each student at the close of each term in drawing, to form a part of his record. All such papers must be on paper of regulation size, except when otherwise directed.

#### SHOP PRACTICE.

To give a practical knowledge of various kinds of work, a full course of instruction is arranged, filling three terms, which all architectural students are required to pursue unless they have already had equivalent practice. The system is similar to the Russian system, so much admired at the Centennial Exposition, but more comprehensive, and applied to building rather than mechanical engineering.

*First term*.—Carpentry and joinery.

Sharpening tools, planing flat surfaces, at right angles, uniform width and thickness, framing with single tenons, double tenons, paneling, splices, dovetailing, sticking, moulding.

*Second term*.—Cabinet making and stair building.

Paneling, chamfers, turning, fret sawing, veneering, buhl, reissner and inlaid work, carving, stairs, hinges, strings, setting balusters, squaring and moulding rails.

*Third term*.—Miscellaneous. Finishing in shellac, oil, wax and varnish, polishing, painting and ornamenting, gilding, metal work, filing, turning, drilling, cutting screws, ornamental work, casting soft metals, tempering.

Stone work, in plaster, cutting ashler and moulded work, rusticated work, voussoirs for arches, domes, vaults, carving, relief and incised.

#### APPARATUS.

A collection of casts donated by the Spanish government, and another of casts of various architectural details, from Lehr of Berlin, belong to the schools of architecture and designing; models of roofs, trusses, stairs, etc. Models in stone cutting of splices, joints, etc., made by Schroder, of Darmstadt.

The casts, photographs, etc., of the art gallery. A library containing many of the best English, German, French and American architectural works and periodicals, such as Daly's *Motifs Historiques*, *Architecture Privée*, Racinet's *Ornement Polychrome*, *Builder*, *Civil Engineer's* and *Architect's Journal*, *Workshop*, *Skizzenbuch*, *Encyclopedie d'Architecture*, Owen Jones' *Grammar of Ornament*, etc.

A large carpenter and cabinet shop, containing full sets of tools, six sets of model-making tools, foot lathe with slide rest, chuck, drills, etc. Cross and splitting saws, planer, moulding and tenoning machine, lathe, whittier, fret, saw, etc.

#### BUILDER'S COURSE.

The trustees allow persons desiring to fit themselves for master builders to take a course of a single year, pursuing such technical studies of the course in architecture as they may be prepared to enter upon with profit, and as will be most advantageous to them.

Candidates for the builder's course must pass the examination in common branches, but need not pass in the studies of the preliminary year unless they shall desire to pursue other studies than those marked in the following: (The figures denote the hours per week). Fee, \$10 per term.

1. Wood construction, 10; projection drawing, 10; shop practice (carpentry and joinery), 10.
2. Stone, brick and metal construction, 10; architectural drawing, 10; shop practice (stair building), 10.
3. Agreements, specifications, estimates, heating and ventilation, architectural designing, 10; shop practice (cabinet making), 10.

#### ARCHITECTURAL COURSE.

*Required for the degree of B. S. in school of architecture.*

##### FIRST YEAR

1. Projection drawing, 10; plane trigonometry and advanced geometry; French.
2. Descriptive geometry and drawing, 10; analytical geometry; French.
3. Drawing and modeling, 10; calculus; French.

## SECOND YEAR

1. Wood construction, 10; advanced algebra and analytical geometry; modeling or drawing, 10.
2. Stone, brick and metal construction, 10; advanced calculus, free-hand drawing and designing.
3. Shop practice, architectural drawing, modern history.

## THIRD YEAR.

1. Architectural drawing, 10; descriptive geometry and drawing, 10; chemistry and laboratory practice, 10; vacation journal.
2. History of architecture, analytical mechanics, physics.
3. History of architecture, architectural designing, 10; physics.

## FOURTH YEAR.

1. Aesthetics of architecture, 10; resistance of materials and hydraulics, geology, vacation journal.
2. Architectural designing, 10; constitutional history; water color sketching, 10.
3. Estimates, agreements and specifications, heating and ventilation, 10; physical laboratory, 10; political economy, graduating thesis.

## COLLEGE OF NATURAL SCIENCE.

## SCHOOLS.

SCHOOL OF CHEMISTRY.

SCHOOL OF NATURAL HISTORY.

SCHOOL OF DOMESTIC SCIENCE.

## ADMISSION.

Candidates for the College of Natural Science must be at least fifteen years of age, and must pass satisfactory examinations in the common school branches and in the studies of the preliminary year.

Their preparations should be specially good in the Scientific studies of the preliminary year. Some knowledge of drawing of natural objects will also greatly facilitate the student's progress. A knowledge of the Latin language is a good preparation for the mastery of the scientific names which must be learned in this course.

## SCHOOL OF CHEMISTRY.

This school aims to impart such knowledge of Chemistry as will enable the student to apply the principles of the science to the related arts, and to fit him for the field of original research, or for the practical business of the druggist, pharmacist and practical chemist.

## INSTRUCTION.

Text-book instruction in the principles of chemistry and chemical physics, occupy six weeks of the first term of the first year. The remainder of the year the recitations alternate with the laboratory practice. During the next three years each student is expected to work two hours daily in the laboratory, five days in the week. In order to graduate, each is required at the close of his course, to make an original investigation, and present a thesis.

Students who pursue Chemistry as a part of other courses work at least two consecutive hours daily during such time as their speciality may require.

Four courses of laboratory practice have been arranged, as follows:

## CHEMICAL COURSE.

## FIRST YEAR.

*First Term.*—Qualitative analysis, tests and separation of the alkalis, alkaline earths, (N H 4) 2 S group, and 1st and 2d division of H 2 S group.

*Second Term.*—Qualitative analysis completed, tests, and separation of 3d division of H 2 S group, and the acids, analysis of 20 simple salts, and 20 compound substances.

*Third Term.*—Quantitative analysis of sodium sulphate, dolomite ammonium alum, potassium chloride, bone, ash, iron ore.



## SECOND YEAR.

*First Term.*—Quantitative analysis of calamine (zinc carbonate), copper, pyrites, galena, spathic iron ore, nickel ore, clay, soil, determination of iron, copper, etc., both volumetrically and gravimetrically.

*Second Term.*—Volumetric analysis, alkalimetry and acidimetry, preparation of standard solutions, analysis of sodium carbonate, sodium hydroxide, potassium hydroxide, lime ash, cream of tartar, sulphuric, hydrochloric, oxalic and citric acids, analysis of some other grain.

*Third Term.*—Preparation of salts, acids, etc., electroplating with silver, gold, copper, nickel.

## THIRD YEAR.

*First Term.*—Ultimate analysis, determination of carbon, hydrogen, oxygen, nitrogen, chlorine, phosphorus and sulphur in organic compounds, analysis of urine.

*Second Term.*—Blow-pipe analysis, determination of a collection of minerals representing over thirty of the metals. Assaying in both the dry and wet way of gold, silver and lead ores.

*Third Term.*—Photography, preparation of ether, absolute alcohol, gun cotton, cadmium iodide, ammonium iodide, glacial acetic acid, silver nitrate, collodion, taking negatives, printing positives, toning and mounting.

## FOURTH YEAR.

*First Term.*—Gas analysis, calibration of eudiometers, analysis of air from lungs, atmospheric air, marsh gas, illuminating gas and crude coal gas, analysis of mineral water.

*Second Term.*—Toxicology, micro-chemistry of poisons, testing for mineral and vegetable poisons, separation from organic mixtures.

*Third Term.*—Original researches, thesis.

## PHARMACEUTICAL COURSE.

## FIRST YEAR.

Same as in chemical course.

## SECOND YEAR.

*First Term.*—Quantitative analysis of commercial drugs, white lead, red lead, pure green, sodium nitrate, oxalic acid, tartar emetic, commercial hydrochloric, nitric and sulphuric acid.

*Second Term.*—Analysis of mineral waters, preparation of tinctures, solid and fluid extracts, reading and compounding prescriptions.

*Third Term.*—Isolation of alkaloids, atropine, strychnine, quinine, nicotine, aconitine, morphine, preparation of salicylic acid, examination of alcoholic liquors, reading and compounding prescriptions.

## THIRD YEAR.

*First Term.*—Same as second term, second year of chemical course.

*Second Term.*—Same as first term, third year of chemical course, without Analysis of Urine, reading and compounding prescriptions.

*Third Term.*—Preparation of salts, perfumes, flavoring extracts, cosmetics, electroplating with gold, silver, copper and nickel.

## FOURTH YEAR.

*First Term.*—Same as second term, fourth year, of chemical course.

*Second Term.*—Analysis of urine, normal and pathological. Reading and compounding prescriptions.

*Third Term.*—Original researches, thesis.

## AGRICULTURAL COURSE.

## FIRST YEAR.

Same as in chemical course.

## SECOND YEAR.

*First Term.*—Quantitative analysis of feldspar, soil, ashes of plants and grains.

*Second Term.*—Analysis of commercial fertilizers, manures and minerals used for fertilizers.

*Third Term.*—Preparation of organic and inorganic salts, starch from potatoes, corn, wheat, etc., sugar, dextrine, alcohol.

## THIRD YEAR.

*First Term.*—Same as in chemical course.

*Second Term.*—Analysis of milk, corn, wheat, potatoes, fruits, etc.

*Third Term.*—Silt analysis of soils, analysis of mineral waters.

## METALLURGICAL COURSE.

## FIRST YEAR.

Same as in chemical course with the quantitative analysis of brass, solder and type metal in third term.

## SECOND YEAR.

*First Term.*—Same as in chemical course.

*Second Term.*—Assaying of gold, silver, and lead ores, both dry and wet way. Blow-pipe assaying.

*Third Term.*—Analysis of malachite, azurite, cinnabar, tin ore, cobalt and nickel ore containing arsenic, bog manganese, grey antimony.

## THIRD YEAR.

*First Term.*—Analysis of pig iron, wrought iron, steel, furnace slags, rolling mill slags and cinders.

*Second Term.*—Same as in chemical course, with analysis of mineral waters in place of assaying.

*Third Term.*—Same as second term, fourth year, of chemical course, with analysis of coal in place of mineral waters.

## APPARATUS.

The facilities offered for obtaining a practical knowledge of chemistry are believed to be unsurpassed by those of any other institution in the west. A large laboratory building, 75x120 feet, and four stories in height, has just been erected, at an expense, including furniture, of \$40,000. It includes five laboratories, a milling and metallurgical room, a photographic atelier and chemical manufacture room. The apparatus includes a large platinum retort for the preparation of hydrofluoric acid; a Dove's polarizer, with a complete suit of accompanying apparatus; a Geissler's mercurial air pump; Hoffman's apparatus for illustrating in the lecture-room the composition of compound gases; a Soliel-Scheibler's saccharimeter of the most recent and approved construction; an excellent set of areometers; a Haüy's goniometer; a camera with Ross' lenses; a Ruhmkorff's coil; galvanic batteries of Grove and Bunsen; also a potassium dichromate battery, a galvanometer and a thermo-electric pile, a spectroscope and a large binocular microscope; two additional chemical balances, peculiar in the shortness of their beams, and remarkable for their accuracy and rapidity. Also an extensive set of metallurgical apparatus, consisting of models of furnaces, etc., and a full set of photographic apparatus.

The library of the school is rich in complete sets of standard scientific works; the *Annalen der Chemie und Pharmacie*; the *Jahresbericht ueber die Fortschritte der Chemie*; Dinger's *Polytechnic Journal*; the *Handwörterbuch der Chemie*; Percy's *Metallurgy*; Silliman's *Journal*. See table of contents for the list of periodicals taken.

## SCHOOL OF CHEMISTRY COURSE.

*Required for Degree of B.'S. in School of Chemistry.*

## FIRST YEAR.

1. Chemistry and laboratory practice; trigonometry and advanced geometry; British authors or French.
2. Chemistry and laboratory practice; analytical geometry; American authors or French.
3. Organic chemistry and laboratory practice; calculus or free-hand drawing; rhetoric; French (optional).

## SECOND YEAR.

1. Laboratory practice; physiology; German.
2. Laboratory practice; zoology or botany; German.
3. Laboratory practice; zoology; German.

## THIRD YEAR.

1. Laboratory practice; mineralogy; German.
2. Laboratory practice; physics; German.
3. Laboratory practice; physics; German.

## FOURTH YEAR.

1. Laboratory work; mental science; meteorology and physical geography.
2. Constitutional history; laboratory work; logic.
3. Political economy; geology; laboratory work and thesis.

## SCHOOL OF NATURAL HISTORY.

The aim of this school is to educate practical geologists, collectors and curators of cabinets and museums of natural history, and superintendents of scientific explorations.

and surveys. It acquaints the student with the latest researches in respect to the structure of the earth and to the origin and distribution of its organic products; teaches him to collect and preserve specimens and arrange them for study, and to conduct original investigations.

#### INSTRUCTION.

The instruction is given by lectures and text-books, and excursions, when practicable, made under charge of the professors.

**Botany.**—Candidates for admission are examined upon Gray's "lessons in botany," or an equivalent, and are expected to be able to analyze readily common wild flowers. Beginning with the fall term of the second year, systematic and structural botany is continued by illustrated lectures and laboratory work upon fresh, dried and alcoholic specimens. Students, throughout the course, are required to observe for themselves, and to make notes and drawings of their investigations. A series of these drawings, upon a uniform scale, together with the accompanying descriptions, are deposited in the library of the laboratory.

Each student provides himself with suitable pencils, drawing pens and paper, needles in handles, glass slides for mounting objects, and razor for making thin sections. For the first term, a manual of botany (Gray's or Wood's) is required. Microscopes and other apparatus are furnished by the university, for which a deposit of three dollars is required, but no charge is made except for damage and material used.

The first six weeks are devoted to the study of the natural orders of flowering plants. About twelve lectures are given upon the characteristics of the prominent orders—their geographical distributions, importance, etc., together with the history of a few special plants and their products. During this time, two hours per day, three days per week, students analyze, in the laboratory, flowering plants of the more difficult order, composite, gramineæ, etc., especially such as are best obtained in autumn. The seventh week is devoted to practical instruction in the use of the compound microscope, and in the preparation of objects. For this students are furnished with printed directions, and have individual instruction. During the five weeks following, the general morphology of plants, including vegetable anatomy and histology, is studied, there being about ten lectures, and thirty hours of laboratory work. Tests are made from time to time, by the use of disguised vegetable substances. Two weeks are taken for review, finishing drawings and examination. The special morphology of the great divisions of cryptogamic and phœnégamic plants, their chief characteristics, their classifications, and the identification of species of cryptogams, or flowerless plants, constitute the work of the second term. Special attention is given to injurious fungi, from specimens in the herbarium, or grown in the laboratory. Aquaria furnish numerous kind of fresh water algae, and the green-houses supply specimens in nearly all the groups studied. During the term there are about twenty lectures, and fifty-four hours of laboratory work, besides review and examination.

**Vegetable physiology** is studied the third term of the first year. The botanical part of Johnson's "How Crops Grow" is made the basis of this work, supplemented by lectures and references to other publications, and experimental practice. Respiration, assimilation, the circulation of fluids, the influence of light and temperature, growth and reproduction, are some of the topics treated, and sufficiently show the magnitude and importance of the study. Throughout the course the attempt is made to introduce the students to the literature of the various subjects, and to acquaint them with the authority for the facts stated.

**Anatomy and Physiology.**—This study commences the first term of the second year, and the anatomy is taught by lectures, aided by works of reference. The human skeleton and manikin are made the basis of comparison in the more extended zoological researches. The Physiology taught by means of Dalton's Unabridged Work, accompanied by familiar lectures, in which especial attention is given to the subjects of food, digestion, dress, circulation, respiration, ventilation, etc. These senses will be carefully studied, accompanied with suggestions for prolonging their greatest efficiency—the practical and useful always taking the precedence of the merely theoretical, that the controllable powers of the body may be preserved with their most efficient activities, to avoid preventable suffering and death, and secure vigor and happiness.

**Zoology** continues two terms. In the first invertebrate zoology is studied, unfolding the cardinal facts exemplified in the sub-kingdoms, protozoa, coelenterata, annuloida, annulosa and mollusca, together with the general principles of respiration, circulation, special methods of reproduction and development; geographical and geological distribution; principles of natural classification, depending upon morphological type and specialization of the functions, etc.

Vertebrate zoology follows, embracing embryology, modification of plan by which animals are adapted to the various conditions of existence as manifest in their comparative anatomy; systematic zoology, so that the orders may be recognized at sight, etc. Nicholson's Manual of Zoology will be used as a text book.

**Geology.**—In geology, Dana's Manual is used; commencing with dynamical geology, which explains the forces known to produce observed phenomena in the crust of the earth, as life, in the formation of lime-stone, coal, peat, water, in eroding, transporting and depositing material for strata; heat, as manifested in consolidation, metamorphism and crystallization, as well as mountain folds on the surface of a shrinking globe.

Lithological geology is the next term's work. This treats of the kinds, nature and material of rocks, stratified and unstratified; their mineral constituents; structure original or induced; concretions, veins, dykes, etc.; methods of determining the chronological order of the strata. Also the historic development of the earth as revealed by

**Paleontology**, or the entombed fossils of the previous inhabitants, through the silurian and devonian ages. The third term explains the carboniferous age with its coal, the

reptilian and mammalian ages, with their wonderful inhabitants; the glacial period with its continent of ice, and through to the present time. Here also are discussed the elements of time, the system of life, the origin of species, the climax of man.

*Physical geography and meteorology.*—The principles of the phenomena manifest in the life of the earth bear the same relation to geology that physiology does to anatomy. This subject, a result of the facts of geology, with an application of the laws of physics, as taught by lectures and works of reference. It explains how the solid earth, influenced by winds and waters, driven by heat and electricity, aided by light, constitutes a fit abode for man, the last link of terrestrial being.

*Entomology.*—The time given to this study is eleven weeks. After three or four introductory lectures upon the most useful literature, and the methods of collecting and preserving specimens, about five weeks are devoted to the special anatomy of insects and the outlines of classification four lectures, and one review, or two hours of practical work per week. During this time students make collections as fast as possible, reserving, however, the determination of species until the last half of the term. During the latter portion of the term three lectures per week are given upon injurious and beneficial insects, methods of exterminating, etc., and four hours per week are taken for laboratory work, naming species, noting habits observed, making detailed descriptions, etc. A careful and complete description of some one species, illustrated by drawings of important parts, is made by each student and deposited in the library of the school. The large collection of named species, the ample reference library, the drawings and other illustrations to which students have access, are invaluable aids in the study. The most important reference books are Westwood's "Introduction to the Modern Classification of Insects," Packard's "Guide to the Study of Insects," Harris' "Insects Injurious to Vegetation," and the publications of the Smithsonian Institute, entomological societies, and the reports of the state entomologists.

Students are required to provide themselves with collecting nets and bottles, pins and lined boxes, and books for notes. Microscopes and other apparatus are furnished by the University.

*Microscopy and fungology.*—Eleven weeks. Students have in this study further practice in the use of the compound microscope, the management of light for particular purposes, the testing of lenses, measurement of magnifying powers and angles of aperture, drawing and photographing objects, preparation and mounting of material, etc. The application, as indicated above, is mainly, but not exclusively, devoted to minute fungi, including those of different fermentations and putrefactions. Such fungi as are known or supposed to be injurious to plants or animals are studied as carefully and thoroughly as circumstances permit, cultures being made for the purpose, and specimens obtained from various sources.

#### APPARATUS.

In *botany*, the school has a collection of about one thousand species of the plants indigenous to the State of Illinois, including a very nearly complete set of the grasses; a collection of rocky mountain and western plants; a collection of plants from Dr. Vasey, botanist of the department of agriculture, Washington, D. C., and others obtained by exchange from various parts of the United States. A collection of the fungi of the vicinity has been begun and already contains numerous species. The green-houses and outdoor plantations furnish a large amount of illustrative material for the classes. Enlarged *papier-mache* models of flowers and fruits by Dr. Auzoux, exhibiting structure and development, are in the cabinet. Sections of wood from one hundred and seventy species of trees and shrubs indigenous in Illinois were exhibited at the centennial and exchanged for foreign specimens. The native specimens now largely duplicated are to be replaced as soon as possible.

In *entomology* numerous species have been contributed by the State Entomologist, who is required by law to deposit his first series of specimens in the cabinet of the University. Local collections and exchanges have further increased this number, amounting now to about three thousand species.

The University now has first-class microscopes of four different styles from European makers, one by a prominent American maker, and others of which the glasses were made to order in Europe, and the stands, a new pattern, manufactured in the shops of the University. These latter have a firm iron base with joint for inclining, coarse adjustment by rack and pinion (Jackson model), fine adjustment attached to stage, glass sliding stage and wide range of power.

In *zoology* the cabinets contain: a human skeleton, purchased in Paris, and a manikin made by Dr. Auzoux; skeletons of the different orders of mammals, and of birds; stuffed preparations of a large number of birds, mammals, fishes, reptiles, etc., a dissected horse's leg and hoof, a dissected eye, trachea and vocal apparatus, in *papier-mache*, by Dr. Auzoux; collections of shells, fossils and insects.

The geological cabinet has been immensely improved the past year. In addition to the specimens from the state geological survey and other illustrative specimens, mineral and fossil, the cabinet has been the recipient of Prof. Ward's celebrated college series of famous fossils, so essential in elucidating the various phases of life in geological history. This set was the munificent donation of Emory Cobb, Esq., president of the board of trustees.

A valuable and extensive collection of the leads of the state, and accompanying mineral, was donated by Gen. J. C. Smith, and other gentlemen, of Galena.

## COURSE IN SCHOOL OF NATURAL HISTORY.

*Required for degree of B. S. in school of natural history.*

## FIRST YEAR.

1. Chemistry; free-hand drawing, (optional); trigonometry and advanced geometry; French.
2. Chemistry; free hand drawing, (optional); analytical geometry; French.
3. Vegetable physiology; chemistry, or free-hand drawing; rhetoric; French, (extra.)

## SECOND YEAR.

1. Advanced anatomy and physiology; botany; German.
2. Zoology; botany; German.
3. Zoology; economic entomology; German.

## THIRD YEAR.

1. Geology; mineralogy; German; ancient history (optional, extra).
2. Geology; physics; German; medieval history (optional, extra).
3. Geology; physics; modern history, or astronomy.

## FOURTH YEAR.

1. Meteorology and physical geography; history of civilization; mental science.
2. Constitutional history; microscopy and fungology; logic.
3. Political economy; physical laboratory; laboratory work, and graduating thesis.

## SCHOOL OF DOMESTIC SCIENCE.

## OBJECT OF THE SCHOOL.

It is the aim of the school to give to earnest and capable young women an education, not lacking in refinement, but which shall fit them for their great duties and trusts, making them the equals of their educated husbands and associates, and enabling them to bring the aids of science and culture to the all-important labors and vocations of womanhood.

This School proceeds upon the assumption that the house-keeper needs education as much as the house-builder, the nurse as well as the physician, the leaders of society as well as the leaders of senates, the mother as much as the father, the woman as well as the man. We discard the old and absurd notion that education is a necessity to man, but only an ornament to woman. If ignorance is a weakness and a disaster in the places of business where the income is won, it is equally so in the places of living, where the income is expended. If science can aid agriculture and the mechanic arts to use more successfully nature's forces and to increase the amount and value of their products, it can equally aid the house-keeper in the finer and more complicated use of those forces and agencies, in the home where winter is to be changed into genial summer by artificial fires, and darkness into day by costly illumination; where the raw products of the field are to be transformed into sweet and wholesome food by a chemistry finer than that of soils, and the products of a hundred manufactories are to be put to their final uses for the health and happiness of life.

The purpose is to provide a full course of instruction in the arts of the household, and the sciences relating thereto. No industry is more important to human happiness and well-being than that which makes the home. And this industry involves principles of science, as many and as profound as those which control any other human employment.

## TECHNICAL STUDIES.

*Food and Dietetics.*—This study extends through two terms. The first term is devoted to the consideration of the simple aliments, such as sugar, starch, the albuminoids, fats, etc. In the second term, the studies include the compound aliments: chemical structure of the cereals, especially the wheat; the chemistry of bread-making, care of milk and butter; the nature, uses, preservation and preparation of animal and vegetable food, for the healthful, and for the invalids; the chemistry of cooking; chemical composition, preparation and physiological effects of the beverages, such as tea, coffee, chocolate, etc., and the effects of alcoholic drinks.

*Domestic Hygiene.*—Location of dwelling houses, importance of drainage, uncleanness as a source of disease; necessity of ventilation and sunlight; uses, construction, material and hygiene of dress; principles of nursing and care of the sick.

*Household Esthetics.*—Principles of taste as applied to ornamentation, furniture, wall and ceiling decoration, carpets, pottery, clothing and landscapes, harmony of color forms, proportions, etc.

**Household Science.**—Principles of heating and ventilation, chemistry of illumination, materials of culinary utensils, tin, iron, brass, etc.; adulterations of food.

**Domestic Economy.**—Economy of time, management of servants, government and instruction of children, household expenditures. *Usages of Society.* Laws of etiquette, social customs, etc.

**Home Architecture.**—Principal architectural styles, as Grecian, Roman, Gothic, Renaissance, Modern Gothic, etc.; exterior of the house; general characteristics; interiors, chief requisites, convenience, light, warmth, etc.; requirements of different apartments, proportions; for designs, as of cottages of various styles and capacity, farm houses, villas, etc.; internal decoration and construction; sanitary requisites, cellars, walls, water supply, etc.

*Landscape drawing and green-house work* see school of Horticulture.

## HEALTH AND PHYSICAL TRAINING.

A spacious gymnasium for young women has been fitted up in the library wing, and instruction in calisthenics is given to two or more classes daily. Lectures on health, and its conditions, and on other important topics, will be delivered to these classes, at table intervals, and great pains will be taken to secure, to the utmost possible extent, physical vigor, robust health, and a graceful carriage, and to prepare young women to take enlightened care of their own health, and the health of others under their charge. The materials for the calisthenic uniform must be made up under the direction of the instructor in this department. The trustees desire that all female students shall participate in these exercises, unless excused for good cause. They have been witnessed and heartily approved by some of the most eminent medical men in the state.

## COURSE IN DOMESTIC SCIENCE.

*Required for degree of B. S. in school of domestic science.*

### FIRST YEAR.

1. Chemistry; trigonometry and drawing; British authors.
2. Chemistry; designing and drawing; American authors.
3. Chemistry; designing and drawing; rhetoric.

### SECOND YEAR.

1. Botany; physiology; German or English classics.
2. Food and dietetics, (simple aliments) botany and green-house; German or English classics.
3. Food and dietetics, (compound aliments and principles of cooking, etc.) zoology; German or English classics.

### THIRD YEAR.

1. Domestic hygiene; ancient history; German or French.
2. Physics, mediæval history; German or French.
3. Physics or landscape gardening; modern history; German or French.

### FOURTH YEAR.

1. Household Esthetics; mental science; history of civilization.
2. Household science; constitutional history; logic.
3. Domestic economy; usages of society, etc.; political economy; home architecture; maturing thesis or oration or essay.

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## COLLEGE OF LITERATURE AND SCIENCE.

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### SCHOOLS.

ENGLISH AND MODERN LANGUAGES, ANCIENT LANGUAGES AND LITERATURE.

### ADMISSION.

Candidates for the school of English and modern languages will be examined in the studies mentioned on page 12, including the Latin but not the Greek. Those desiring to enter the school of ancient languages will be examined also in the Greek, but not in the elements of botany, physiology and natural philosophy.

## INSTRUCTION.

The plan of instruction embraces, besides the ordinary text-book study, lecture, practical exercises in all the departments, including original researches, essays, criticism, proof-reading, and other work intended to illustrate the studies pursued, and exercise the student's own powers. It is designed to give to all the students voice-culture and training in elocutionary practice.

A prominent aim will be to teach the right use of books, and thus prepare the student for self-directed investigation and study, which will extend beyond the curriculum of school and the period of his graduation. With this view, constant use of the ample and continually enlarging stores of the library will be required and encouraged. As a farther aid in this direction, members of the advanced English classes are expected to act as assistant librarians. In this service they are able to obtain much valuable knowledge of the various departments of English literature, of prominent authors, the extent and scope of their writings. Of special value as an incentive to study, means of practice in English composition, should be mentioned the *ILLINOIS*, a newspaper edited and published by the students of the several colleges, each of which is properly represented in its columns. A printing office has been provided for the mechanical building, and a press with the requisite supply of type.

The Library is well supplied with works illustrating the several periods of English, American, French, and German literature, as also those of ancient literature. It contains at present over ten thousand well selected volumes, and is constantly growing by purchase at home and abroad. Valuable American and foreign periodicals are received regularly in the reading room.

## SCHOOL OF ENGLISH AND MODERN LANGUAGES.

## ENGLISH LANGUAGE AND LITERATURE.

*Studies of the School.*—In the arrangement of the studies the endeavor is to press thorough and extended drill in grammatical and philological study, and in the author and history of the English language, affording a training equivalent to the ordinary studies of the classical language. This drill extends through three years of the course but may be shortened according to the ability and preparation of the student.

The first two terms of the first year are given to a general survey of the whole field of British and American literature from the middle of the sixteenth century to the present time. All the really representative writers come into notice, and representative specimens from the writings of each are carefully read in class. Moreover, each student is required each term to read the entire work of some classic author, making choice from a prescribed list. Frequent exercises in writing abstracts, or original compositions on themes assigned, are also required. The study of rhetoric occupies the third term.

During the second year some four or five of the great masters are studied, their work analyzed, the shaping forces of their times, and their influences upon succeeding times investigated. Lectures are given from time to time on poetry, epic, lyric, dramatic, and writing and reading required as in first year.

In the senior year attention is given to old English; to the Anglo-Saxon, for which way has been prepared by the study of both English and German; to philology; to philosophy of English literature, and to aesthetics. Essays, forensics, and orations are required.

*French and German.*—The modern languages taught in this school are confined to one year of French and two years of German, but the student may, at his option, substitute a second year of French for one of German. Abundant practical exercises are given in composition and translation, and the diligent student gains the power to read with ease scientific and other works in these languages, and may, with a little practice, write and speak them with correctness. A constant attention is also given in the etymologies common to these languages and the English, and thereby a large advantage is gained by the student in linguistic culture. "He who knows only one language," said Goethe, "is not even that one properly."

In the first year, the student passes over a complete grammar and reader, acquires a knowledge of the technicalities of the idiom, and a sufficient vocabulary for the use of books of reference within the course. The second year is devoted to a critical study of the languages and philological analysis, and to a course of select classic reading, composition and conversation.

*Mathematics, Physics and Astronomy.*—For these studies, see school of mechanical engineering.

*Natural Sciences.*—See school of chemistry and natural history.

## HISTORY AND SOCIAL SCIENCE.

The historical studies are designed to afford a general view of the history, social organization and progress of the race. They embrace also the history of the arts, sciences, and of civilization, the principles of civil polity and law, the philosophy of history, and the principles of political economy and constitutional law. The instruction is given chiefly by lectures, with readings of specified authors, and the study of historical geography and chronology.

The course occupies six terms in the third and fourth years of the university course.

## THIRD YEAR.

Scientific history of Greece and Rome, with notices of other nations; ancient geography; medieval history; modern history; general European history; European geography.

## FOURTH YEAR.

Constitutional history of England and the United States, five lectures a week; history of civilization, analysis of historical forces and phenomena, notices of the arts and of the positive sciences; political economy.

## PHILOSOPHY AND LOGIC.

The studies of this department are taught chiefly by lectures, with readings of specified works, and written essays. These studies require much maturity of powers, and are more confined to the fourth year of the course. Mental philosophy. Analysis and classification of mental phenomena; theories of perception, imagination, memory, judgment, reason. Mental philosophy, or connection of mind and body, healthful conditions of thought, growth and decay of mental and moral powers. Philosophy of education. Theory of conscience; nature of moral obligation, and feeling. The right. The good. Practical ethics; duties. Formation of character. Great schools of philosophy; modern schools of philosophy. Influence of philosophy on progress of civilization, and on modern sciences and arts. Principles of logic; conditions of valid thinking; forms of arguments; fallacies and their classification. Inductive and scientific reasoning; principles and methods of investigation. Practical applications of logic in the construction of argument, in the detection and removal of fallacies, and in the formation of habits of thinking, and the common judgments of life.

## COURSE OF SCHOOL OF ENGLISH AND MODERN LANGUAGES.

*Required for degree of B. L.*

## FIRST YEAR.

Cicero de amicitia, or British authors; French; trigonometry and advanced geometry. Livy, or American authors; French; analytical geometry. Rhetoric; French; calculus, or drawing; Horace (optional, extra).

## SECOND YEAR.

English classics; German; physiology, or botany. English classics; German; zoology, or botany. English classics; German; astronomy.

## THIRD YEAR.

German; chemistry; ancient history or geology. German; physics or chemistry; mediæval history. German; physics; modern history.

## FOURTH YEAR.

Anglo-saxon; mental science; history of civilization. English literature; constitutional history; logic. Aesthetics; Political economy; chemistry or geology; graduating thesis or oration.

## SCHOOL OF ANCIENT LANGUAGES AND LITERATURE.

In the school of ancient languages and literature, the methods of instruction, without swerving from their proper aim, to impart a sufficiently full and critical knowledge of the Latin and Greek languages and writings, will make the study of these tongues subservient, in a more than usual degree, to a critical and correct use of the English. With this view, written translations, carefully prepared, with due attention to differences, equivalences and substitution of idioms, and the comparison and discrimination of synonyms, will form part of the entire course.

The study of Latin and Greek composition will constitute a weekly exercise, through the first year, and will be continued, to some extent, through the course. Essays, historical and critical, will be required from time to time, in connection with the works read, and a free use of the library is urged. It is intended that each student completing the course in ancient languages shall have a clear knowledge of the history of Greek and Latin literature and of the principal authors in both languages. As an aid to the appreciation of the literature of the two peoples, Greek and Roman history will form an important part of the course, and will be taken up in the beginning of the course illustrating the works.

In the first term of the third year ancient history is taken up as a separate study, special attention is then given to the history of Greece and Rome, and the nations



with whom they came in contact. Classes will be formed for students who wish to carry their classical study farther than the prescribed course, and every assistance will be given them.

For the studies in history, philosophy, etc., see school of English and modern languages.

For the studies in mathematics and natural science, see schools of mechanical engineering and natural history,

#### COURSE OF SCHOOL OF ANCIENT LANGUAGES.

*Required for degree of B. A.*

##### FIRST YEAR.

1. Cicero de Amicitia and prose composition; Iliad and prose composition; trigonometry and advanced geometry.
2. Livy and prose composition; Boise and Freeman's selections from Greek authors and prose composition; analytical geometry.
3. Odes of Horace and prose composition; Memorabilia and prose composition; calculus.

##### SECOND YEAR.

1. Satires of Horace; Thucydides or German; physiology.
2. Terence; Sophocles or German; zoology.
3. Tacitus; Demosthenes or German; astronomy.

##### THIRD YEAR.

1. Juvenal or French; chemistry; ancient history or geology.
2. Quintilian or French; physics; mediæval history.
3. De officiis or French; physics; modern history.

##### FOURTH YEAR.

1. History of civilization; mental science; meteorology and physical geography.
2. Constitutional history; English literature; logic.
3. Æsthetics; Plato; political economy; graduating oration or thesis.

### ADDITIONAL SCHOOLS.

NOT INCLUDED IN THE FOUR COLLEGES.

### SCHOOL OF MILITARY SCIENCE.

By the law of congress, and of the state, the university is required to teach military tactics to its students. All able-bodied male students of the college classes are enrolled in the companies of the university battalion, and receive instruction according to the following programme, the exercises occupying from one to three hours each week (see figures in programme.)

The military organization of the university ranks in the state militia as the university battalion, Illinois National Guards.

#### PROGRAMME.

##### FIRST YEAR.

*Fall Term.*—School of soldier, manual of arms, 3.  
*Winter Term.*—School of company, firings, etc., 2.  
*Spring Term.*—School of battalion, 2.

##### SECOND YEAR.

*Fall Term.*—Reviews of company and battalion drill, 2.  
*Winter Term.*—Bugle calls and skirmish drill, 1.  
*Spring Term.*—Skirmish drill, and battalion evolutions, 2.

## THIRD YEAR.

*m.*—Review, picket duty, 1.

*Term.*—Guard and picket duties, 1.

*Term.*—Skirmish and battalion evolution, 1 to 2.

## FOURTH YEAR.

*m.*—Reviews, 1.

*Term* —Bayonet fencing, 1.

*Term* —Battalion evolutions, target practice, 1 to 2.

## CLASS IN MILITARY SCIENCE.

is taught in military science and art, as far as is requisite for officers of the on this class are selected the officers of the several companies, for which they ill sergeants and instructors. The military instruction is now under the charge W. A. Dinwiddie, an experienced officer of the regular army of the United A full supply of arms and ammunition is furnished by the war department, in-ree hundred cadet rifles and accoutrements, two pieces of field artillery, one fixed cartridges and one thousand blank cartridges annually for target practice, rounds for artillery.

lent is eligible to the military class till he has reached the winter term of the sophomore year, and is in good standing in all his studies. The course of n is confined strictly to two years, terminating always with the first term of h or senior year. No student will be permitted to retain a command who does tain a good standing in conduct and scholarship.

truction and exercises occupy two hours each week, arranged as far as possible to interfere with any other courses of study, to allow the members of other o enter this. Students must be careful, however, to ascertain, before entering ry class, that the proper studies and exercises of their chosen courses will not red with.

sions.—The governor of the state commissions as captains in the state militia, lents of the military class as complete the course thoroughly, and obtain the experience in command, and whom the faculty of the university recommend high character both as students and as gentlemen.

ity Uniforms.—Under the authority of the acts of incorporation, the trustees scribed that all male students, after their first term, shall wear the university

The university cap is to be worn from the first. The uniform consists of a cap of cadet gray mixed cloth, of the same color and quality as that worn at nt, and manufactured by the same establishment. Students can procure them de on their arrival here. The university cap is ornamented in front with the I. U., surrounded by a wreath. Students will always wear their uniforms on ut in their rooms and at recitations may wear other clothing.

iversity library contains books on military science, military history and engi-

tum.—The drill hall is furnished with a full set of gymnastic apparatus, and gymnastic exercises are organized in the fall and winter terms under careful Fee \$1.

ny.—In connection with the military department there is a telegraph office in university building with accommodations for learners, and connections with the al and military building, the dormitory and several private houses, making ee miles of telegraph lines. The students form an association or class, and the join the university main line, using their own instruments in their rooms. appoint their own officers, inspectors, etc., and pay a small contribution for ing batteries, etc. At present there are twenty-seven instruments on the line.

## COURSE IN SCHOOL OF MILITARY SCIENCE.

## SECOND YEAR.

sol of the soldier and company; bayonet fencing, 2.

sol of battalion; ceremonies and reviews; skirmish drill.

## THIRD YEAR.

rade and division evolutions; sword fencing, 2.

rd outpost and picket duty; sword fencing, 2.

tary administration, reports and returns; theory of fire-arms; target practice, 2.

## FOURTH YEAR.

nization, etc., of armies; art of war; field fortifications, 2.

## SCHOOL OF COMMERCE.

The aim of this school is to teach those principles of business, and of accounts, which will enable the student to manage correctly his business affairs, to engage in the larger enterprises of trade and commerce, or to fit him for the work of a professional book-keeper.

The course of instruction will occupy at least one year. In the first term will be taught the principles of book-keeping in general, and forms of business paper in general use. In the second term the student will learn the application of book-keeping to special lines of business, and also special business forms and papers. The third term is devoted to banking and the higher operations of the counting-house, commercial law, political economy and the principles of trade. The course is designed to be as comprehensive and thorough as that of the best of the commercial colleges, with advantages such as no mere commercial college can give.

### ACTUAL BUSINESS.

The advantages to be gained in this school have been greatly increased by the addition of a course of practical business operations. In passing satisfactory examination in theoretical work the student is furnished a capital of \$2,000 in college currency with which to transact business. To secure its careful use, and to invest the student with some responsibility of actual gain or loss to himself, such as all business men must bear, a deposit of one-fourth per cent. of his capital in real money is required. At the close of the course all currency in good condition is redeemed at the same rate. Prices are regulated by gold quotations, and goods are bought and sold by sample tickets, in retail and wholesale trade. Commission business, in its various forms, is also carried on between commission merchants and dealers in distant cities, located in different parts of the spacious hall. All the varied forms of paper by means of which business is conducted, such as bills, notes, drafts, checks, invoices, account sales, etc., are required to be carefully drawn and properly signed, endorsed or accepted before the transaction for which they are drawn is completed. Special attention is paid to business correspondence.

To facilitate these operations, and to furnish a means of teaching practical banking, the 'commercial department bank' has been built and equipped. Its capital is \$200,000, from which students in actual business are supplied.

All business common in banks, except that of failure, is here conducted, and the student fills each different office in succession, performing the duties and keeping the books connected therewith.

Candidates for admission to this school, in full standing, must have the same preparation as that required for admission to the college of natural sciences. But those who wish simply to take the year's course in book-keeping, may pursue the study through the preliminary year, and in connection with the studies of that year, paying the fees required of preparatory students.

The full course of the school is as follows:

#### FIRST YEAR.

1. Theoretical book-keeping in single and double entry, theory of mercantile accounts, the principal books and auxiliaries, cash book, bill book, invoice book and sales book, notes, drafts and checks, penmanship and letter-writing, British authors, chemistry or French.
2. Actual business, retail and wholesale, books kept by single entry, with and without invoice book and sales book, changed to double entry and continued by various methods. Bills, receipts, notes, drafts, checks, and accounts current; commercial calculations, American authors, drawing or French.
3. Actual business, agency, commission and shipping, importing and jobbing, invoice book, domestic and foreign, sales book, receiving book, commission sales book, business correspondence, invoices, account sales, bills of exchange, rhetoric, drawing or French.

#### SECOND YEAR.

1. Theoretical banking and practice in teaching book-keeping, German, English classics or physiology, history of civilization or French.
2. Banking by theory and practice, German, constitutional history.
3. Commercial law and forms of legal paper, German, political economy.

## SCHOOL OF ART AND DESIGN.

This school is to subserve a two-fold purpose. 1. It affords to the students of the several colleges the opportunity to acquire such a knowledge of free-hand drawing as their chosen course may require. 2. It offers to such as have a talent or taste for art, the best facilities for pursuing studies in industrial designing or other branches of fine art. Schools of design, in Europe and in this country, have been found important aids to the higher manufactures, adding to the beauty of fabrics and to the skill and taste of workmen. The school is at present under the charge of Professor Peter Baumgras, an artist of good reputation, and a graduate of the art school of Munich, Bavaria.

## COURSE OF INSTRUCTION.

course in industrial art and designing occupies two years, and if faithfully followed, students to become efficient designers in the various branches of industry in which skill and taste are indispensable to success. The course is divided into four as follows:

## STAGE A.

study of form; analysis of compound forms; outline drawing on paper and black-boards; principles of shading, elementary designs; lectures on art; descriptive geometry.

## STAGE B.

drawing with pencil, chalk, pen, charcoal, ink and sepia; monochrome and distemper perspective; drawing from models and common objects; elementary designs from nature of plant and animal forms; designs for specified objects; lectures on art and its

## STAGE C.

drawing from models and casts; outlines from natural foliage; botany as applied to ornamentation; harmony and contrasts in color; optical and physical principles underlying nature; contrasts in design; styles and history of ornamentation; higher linear perspective and shadows; lectures on art.

## STAGE D.

drawing from statuary, casts and models; drawing and sketching from nature; compositions in ornamental and industrial art; compositions in monumental and pictorial art; analysis of ornamental art; esthetics; water color and oil painting; lectures on art.

## ADVANCED COURSE IN ART AND DESIGN.

This course comprises the regular branches of figure, portrait and landscape painting; engraving and illustrating on wood; modeling in clay, wax, etc. It is designed for those who wish to become teachers, or to pursue painting and designing as a profession. All art students will be received for this course, and allowed to devote their whole attention to the art studies. Pupils completing the full course in industrial designing will receive a certificate from the school. Fee for special students, ten dollars the term.

## MUSICAL DEPARTMENT.

UNDER CHARGE OF MISS CHARLOTTE E. PATCHIN.

## COURSE OF INSTRUCTION.

Instruction book; Clementi's Sonatines, Op. 36, 37, 38; Kohler's Studies, Op. 50, books 1, 2, 3; Schmitt's Finger Exercises; Clementi's Sonaten Studien, Op. 105; Czernie's Op. 299, School of Velocity, Books 1, 2, 3, 4, 5; Czernie's Op. 740, Fifty Finishing Studies, Books 1, 2, 3, 4, 5; Cramer's Studies, Op. 39; Chopin's Op. 25; Thalberg's Studies, Op. 26; Clementi's Gradus ad Parnassum; pieces from Bach's Well Tempered Clavier; Johnstone's Thorough Bass, Palmer's

and pupils take, during the course, such pieces as are adapted to their advancement. During the last year Beethoven's Sonatas, and other classical compositions, are studied. In the private lessons, every one is required to attend class meetings every week, in which the pupils play in the presence of each other and the teacher. The board exercises in the varieties of time, accent, scales, modulation and transposition given to these classes, qualifying them to render and analyze music more intel-

ligently. More advanced pupils have an opportunity to take part in public musical rehearsals, and the public exercises given by the various societies connected with the university.

## TUITION.

and cabinet organ, per term of 20 lessons	\$10 00
on the Piano, per term	5 00
and thorough bass, in classes	5 00

Twenty-six lessons are required in the fall term, that the work in this study may correspond with that in the other departments.  
 Paid strictly in advance.

## MISCELLANY.

## EXAMINATIONS.

Written examinations are held at the close of each term, and whenever any study has been finally completed. Any student failing to answer correctly 75 per cent. of the questions proposed, loses all credit for that study, and is precluded from proceeding with any other studies without special permission.

A record is kept of each student's term work and standing, and from this his final certificate of graduation is made up.

## DEGREES AND CERTIFICATES.

No Degrees have heretofore been given by this University. The law forbade it. On petition of the alumni, the last General Assembly of the State enacted that "on the recommendation of the faculty, the trustees may authorize the regent, as president of the university, to issue diplomas to such persons as shall have completed satisfactorily the required studies, and sustained the examination therein, conferring such literary and scientific degrees as are usually conferred by universities for similar or equivalent courses of studies, or such as the trustees may deem appropriate." Approved May 11, 1877.

Before exercising the power granted by this act the trustees deemed it wise to ascertain fully the views of other institutions of similar character, and especially of those organized under the same congressional grant. A conference of the leading officers of these institutions was finally invited and held in Columbus, Ohio, Dec. 27, 1877. The institutions represented concurred unanimously in the utility of degrees when properly conferred, and all except this university had already introduced them. In accordance with the able report of the conference, the following system of degrees has been adopted for the university:

1. All studies will remain as heretofore, free. Each student may choose and pursue such studies as he may desire, subject only to such conditions as to preparation, times of study, and number of studies as may be necessary to secure efficiency in classes and economy in teaching.
2. But students who wish to be candidates for any degree must complete fully the course of studies prescribed for such degree.
3. Students not candidates for any degree will be enrolled as special students, and will receive at the close of their attendance, if not less than a year, the certificates provided by law, with statement of work done and of credits attained.
4. It is designed that the requirements for all the bachelors' degrees shall be, as nearly as possible, equal in amount and value.
5. The degree of bachelor of science, B. S., will be given to those who complete either one of the courses of studies in the colleges of engineering, agriculture, or natural science, or in domestic science. The name of the school will be inserted after the degree.
6. The degree of bachelor of letters, B. L., will be given to those who complete the course in the school of English and modern languages.
7. The degree of bachelor of arts, B. A., will be given to those who complete the course in the school of ancient languages.
8. The masters' degrees, M. S., M. L., and M. A., and the equivalent degrees of C. E., M. E., etc., will be only given to those who have pursued and passed examinations on a year of prescribed post-graduate studies, and presented an accepted thesis, or after a term of successful practice with a thesis.

## EXAMINATION FOR ADMISSION.

To prevent loss to those who are not prepared to enter the University, but might come, hoping to pass the examinations for admission, the following arrangement has been made:

*County Superintendent's Certificates.*—County superintendents of schools will be furnished with questions and instructions for the examination of candidates, in the four common branches, arithmetic, geography, English grammar and history of the United States; those who pass creditably will, when they present the superintendent's certificate to that effect, be admitted to the preliminary classes.

*Examining Schools.*—The trustees have authorized the faculty to designate one or more high-schools in each county of the state, of sufficiently high grade and good reputation, whose certificates of examination, in the branches required of candidates for the university, may be received in lieu of the usual examination of the university.

These must be graded, or high-schools of good reputation, and of sufficiently extended course to prepare students for the university. The principal teachers of the schools selected for this class will be authorized to prepare questions and conduct examinations of any of their students desirous of entering the university, but the papers must be sent to the university for final decision.

The following is a list of the schools already accepted as

## EXAMINING SCHOOLS:

Rockford west high-school .....	J. H. Blodget, Principal.
Tuscola " .....	E. J. Hoenshal, " "
Buda " .....	J. V. Wilkinson, " "
Kankakee " .....	C. W. Rolfe, " "
Champaign, east side school .....	Eugene de Burn, " "

Maplewood high-school, .....	S. F. Hall,	Principal.
Sterling, 2d ward high-school.....	Alfred Bayliss,	"
S. Belvidere high-school .....	J. W. Gibson,	"
Geneseo .....	B. F. Barge,	"
Belvidere .....	Sherrill,	"
Urbana .....	J. W. Hays,	"
Lanark .....	F. T. Oldt,	"
Gibson City .....	J. W. Mercer.	"

**Accredited High Schools.**—In addition to the examining schools above mentioned, the faculty are authorized, after personal examination, to appoint accredited high schools, whose graduates may be admitted to the university without further examination. These must be schools of first-rate character, whose courses of instruction include all the studies required for admission to some one of the colleges of the university. On application, a member of the faculty is sent to examine the school making the application, as to its facilities for teaching, its course and methods of instruction, and the general proficiency shown. If the report is favorable, the name of the school is entered on the published list of high schools, accredited by the university. The graduates of these schools are admitted to any of the colleges for which their studies may have prepared them. The appointment continues as long as the work of the school is found satisfactory.

#### ACCREDITED HIGH SCHOOLS.

Princeton High School.....	H. L. Boltwood, Principal.
Lake View .....	A. T. Nightingale,
Champaign West High School.....	W. H. Lanning,
Tolono High School .....	O. C. Palmer,
Decatur .....	E. A. Gastman,
Salem High School.....	N. S. Scovell,

N. B.—Schools desiring to be placed on either of these lists will be furnished, on application, with the circular of instructions.

#### DORMITORIES AND BOARD.

There are in the university building about one hundred private rooms, which are rented to the students who first apply. Most of the rooms are of ample size for two students. All are without furniture.

There are many boarding houses near the university where either table board, or board and rooms can be obtained, with the advantages of the family circle. Boarding clubs are also formed by the students, by which the cost of meals may be reduced to \$2.25 per week. Some students prepare their own meals, and thus reduce expenses still farther.

Coal is purchased at wholesale and furnished to the students at cost.

#### STUDENTS' GOVERNMENT.

For several years an experiment has been in progress, in self government of the students of the university. By permission of the faculty, the general assembly of the students was organized, and a constitution adopted providing for the election of a president, vice-president, secretary and marshal; for a senate of twenty-one members, a court consisting of a chief justice and two associate judges. Under this constitution, laws are enacted by the senate, which become valid only when approved by the regent of the university. All offenses against these laws are tried before the student's court, and punished by fines according to the class of the offense. Cases which require the severer penalties of suspension or expulsion from the university, are referred to the faculty. Students refusing to pay the fines imposed by the students' government are suspended from university privileges. The government has thus far rendered important aid in maintaining good order in the dormitories and grounds, in preserving public property, in preventing the visiting of saloons, and in other matters requiring the intervention of authority.

#### GENERAL DIRECTIONS TO STUDENTS.

Young men or women desiring a liberal education, and living at a distance from any college or university, are often puzzled to understand precisely what they will be required to know and do in order to gain admission. To such these words are addressed:

1. Notice that a college, or a university, (which is properly a collection of colleges,) is designed for the higher education only, and not for the study of the common branches. None of the common branches, such as arithmetic, geography, English grammar, reading and spelling, are taught in this university. These must all be finished before you come.

2. In order to pursue profitably the true college studies, and to keep pace with the classes, you must be ready to pass a strict examination in the common branches just mentioned, and in certain other preparatory studies, differing with the different colleges of the university.

3. If well prepared only in the common branches above named, you may be admitted, not to the colleges, but to the preparatory classes, in which you will study the other preparatory studies required for admission to the college. All preparatory studies must be completed before you can be admitted, as a matriculated student, to any college class.

4. Remember that all college studies are arranged in regular systematic courses, in which each term's work is designed to prepare for the next. To take the studies in their order, you should enter at the beginning of the college year, in September. If unable to enter at that time, you may enter at any later time by making up the studies already passed over by the class.

5. Enter college with the purpose of going through, and make your course regular as far as you go. If obliged to leave before you have finished the course, you will have done the best thing for yourself in the meantime; while if you remain, the regular course is in nine cases out of ten, the most useful and effective.

Students desiring only a winter's schooling should go to some high school.

#### ADVICE TO THE YOUNG MEN AND WOMEN OF ILLINOIS.

There are in the State of Illinois over 500,000 young men and women between the ages of fifteen and twenty-five. To these our words are addressed. All of you desire success. All wish a happy and prosperous life. Some seek it in property; some in social standing; some in public offices, and others in professional or business distinction. A sound and liberal education is the surest pathway to success in all these pursuits. Statistics prove that the well educated man will, on the average, be as far advanced in his career at 35 as the uneducated man at 45 or even 50. His education is as good as ten years' start of his competitors. While not one out of every ten educated men makes a comparative failure, not one out of every ten of uneducated men achieves success. The chances of the educated man are therefore ten to one better than those of the uneducated. This is true in every branch of business, in agriculture and mechanic arts, as well as in law, medicine or trade. In the long run, then, ignorance costs more than education.

Nearly all of you can, if you will, get a fair common education. One-fourth of you can get a high-school education. One, at least, in ten has the talent to take a liberal college education. Nothing hinders, in most cases, but your own want of will. More than one-half the college students of this country are from the middle classes in society or lower. A large proportion of these students pay their own way. Take the first step, and the second becomes easier, and so on to the end. Where there is an earnest will, there is sure to open a feasible way.

The lamentation, "Too late!" has killed or chilled many a good thought. "It is never too late to learn." Preparation for college ought to begin at fourteen or fifteen years of age, but many of our best men commenced their preparatory studies at twenty, or twenty-five, even, and not a few have taken the college course at thirty or thirty-five, and sometimes at forty years of age.

Do not linger too long over the common branches, as they are called, in the vain hope of making them perfect before taking any higher studies. As soon as you have gone through the common practical arithmetic, with a tolerable understanding of it, take up algebra or geometry. After completing a single book in geography, proceed at once to natural philosophy or physiology, without waiting for the higher geography. As soon as the first grammar is fairly finished, take up rhetoric and composition, or, if you can find a teacher, Latin or French. There is enormous waste of time in going over and over again, the same studies, with new text-books, in the foolish expectation of attaining a perfect understanding of them. What you want is not more study of the old, but more mind, new knowledge to feed mind, broader intelligence, larger views. You may then return some day to your old studies, and make more progress in a month than you made before in a year. Thousands of students are robbed of a liberal education by this common blunder.

Finally, wait for no teacher or school term. All study must be done by yourself. All learning is the act of your own mind. Teachers and schools are helps, but he who has the courage to study alone may do without them.

If half the students were in college who ought to be there, for their own sakes, and for public weal, every college in the state would be crowded to its utmost. And the state, feeling the influx of this large measure of educational brain, would march with a giant's pace to larger wealth, higher social and political power, and to a more splendid and fruitful civilization.

#### EXPENSES.

The tuition is free in all the university classes

The matriculation fee entitles the student to membership in the university until he completes his studies, and must be paid before he enters. Amount.....	\$10.00
The term fee for incidental expenses is, for each student.....	5.00
Room rent in university dormitory, each student, per term.....	\$2.00 to \$3.00

Each student in the chemical and physical laboratories, and in the draughting and engineering classes, is required to make a deposit varying from 50 cents to \$3, to pay for chemicals and apparatus used, and for any breakages or damages.

The following are the estimated maximum and minimum annual expenses, exclusive of books and clothing, of a residence of thirty-six weeks at the university:

	MIN.	MAX.
Term fees and room rent for each student .....	\$21.00	\$ 27.00
Table board in boarding houses and clubs.....	72.00	144.00
Fuel and light.....	10.00	15.00
Washing, at 75 cents per dozen.....	13.50	27.00
<b>Total annual amount.....</b>	<b>\$116.50</b>	<b>\$213.00</b>
<b>Board and room in private houses, per week.....</b>	<b>4.00</b>	<b>6.00</b>

## FEES IN THE PRELIMINARY YEAR.

Tuition, per term.....	\$10.00
Incidental fee, per term.....	5.00

## SPECIAL FEES.

For music, for 20 lessons.....	\$10.00
For painting and drawing to special students.....	10.00
Graduating fee.....	5 00

## CAUTION TO PARENTS—STUDENTS' FUNDS.

The business agent will receive on deposit any funds parents may intrust to him to meet the expenses of their sons. *No greater error can be committed than to send boys from home with large amounts of spending money, without the authoritative care of some prudent friend.* Half the dissipation in colleges springs from excessive allowances of money. Students have little real need for money beyond that required for fees, board bills and books. The attention of parents and guardians is earnestly requested to this matter, and especially in the case of those students who are under 20 years of age.

## HISTORY.

The Illinois Industrial University, the State University of Illinois, had its origin in a movement for the higher education of the industrial classes, begun in 1851, and resulting in the congressional grant of lands for this purpose, made to the several States in 1862, and amounting in this state to 480,000 acres. The university was chartered in February, 1867, and opened to students in March, 1868. In addition to the endowment from the land grant, over \$400,000 were donated by Champaign County in bonds, buildings and farms. The State has also made large appropriations for fitting up and stocking the farms, for library and apparatus, and for buildings, including the large main building erected in 1872 and 1873, the mechanical building and drill hall, and the chemical laboratory, the present year. Successive colleges and schools have been added as required, till four colleges, including fifteen distinct schools, have been organized.

The whole number matriculated as students since the opening, is 1285. The number graduated from the several colleges, including the class of 1877, is 160. In 1871 the university was opened for lady students, on the same terms as to gentlemen. In 1874 a fine art gallery was established, containing a large collection of casts of celebrated statues and sculptures, and of engravings and autotypes.

## LOCATION.

The university has a beautiful and healthful situation on the high grounds between the contiguous cities of Champaign and Urbana, and within the corporate limits of the latter. It is one hundred and twenty-eight miles south from Chicago, at the junction of the Illinois Central Railroad and the Indianapolis, Bloomington and Western Railway. The county is a region of beautiful rolling prairies, with large belts of timber along the streams, and is one of the richest farming districts in the State.

## BUILDINGS AND GROUNDS.

The domain occupied by the university and its several departments embraces about 628 acres, including stock farm, experimental farm, orchards, gardens, nurseries, forest plantations, arboretum, botanical garden, ornamental grounds, and military parade ground.

The university buildings, fifteen in number, include a grand main building for public use, one large and two small dormitory buildings, a large mechanical and drill hall, a large chemical laboratory, a veterinary hall, a small astronomical observatory, three dwellings, two large barns, and a large green-house.

The mechanical building and drill hall is of brick, 126 feet in length and 88 feet in width. It contains a boiler, forge and tank room; a machine shop, furnished for practical use, with a steam engine, lathes, and other machinery; a pattern and finishing shop, shops for carpentry and cabinet work, furnished with wood-working machinery; paint and draughting-rooms, and rooms for models, storage, etc. In the second story is the large drill hall, 124 by 80 feet, sufficient for the evolutions of a company of infantry, or a section of a battery of field artillery. It is also well supplied with gymnastic apparatus. One of the towers contains an armorer's shop and military model room, an artillery room and a band room. The other contains a printing office and editor's room.

The large dormitory building is 125 feet in length and five stories in height. It affords 80 dormitory rooms for students. Two smaller dormitory buildings contain eight rooms each. The new chemical building, erected this year at a cost, including furniture, of \$40,000, contains five laboratories, and is said, by good judges, to be one of the best and largest in the United States.



## PROPERTY AND FUNDS.

Besides its lands, buildings, furniture, library, etc., valued at \$470,000, the university owns 25,000 acres of well-selected lands in Minnesota and Nebraska. It has also endowment funds invested in state and county bonds amounting to \$319,000, besides other property and avails, valued at \$33,000. The state has appropriated \$25,000 to the agricultural department for barns, tools, stock, etc.; \$20,000 to the horticultural department for green-houses, barns, drainage, tools, trees, etc.; \$25,000 for mechanical and military building, machinery, etc.; \$127,000 toward the erection of the main building, and furnishing the same; \$10,500 for chemical apparatus; \$25,000 for library and apparatus; \$5,000 for the apparatus of a physical laboratory; \$3,000 for a veterinary hall, stable and apparatus; \$40,000 for chemical building; besides smaller amounts for agricultural experiments, etc.

## MUSEUM AND COLLECTIONS.

The collections of minerals, fossils, shells, birds, mammals, insects, plants, etc., have been made with much care, and are notably large in some departments, affording valuable facilities in the study of natural history and geology. The collection in entomology is one of the largest in the west. With the aid of a late state appropriation, valuable collections of mammals, birds, and fishes have been purchased, embracing many specimens of great rarity and value.

One of the trustees presented the full series of celebrated casts of fossils made by Prof. H. A. Ward, of Rochester, N. Y. This collection embraces the most rare and valuable fossils of the British museum and of other great European collections, as well as those of President Hitchcock and others in America.

## ART GALLERY.

This gallery is one of the largest and finest in the country. It is the gift of citizens of Champaign and Urbana. It occupies a beautiful hall, 60x30 feet, and the large and beautiful display of art objects in it surprises and delights all visitors. Perhaps no collection in the west equals it in the number and value of its specimens. Many of the great master-pieces of sculpture are here exhibited in casts taken directly from the originals. The value of this splendid collection as a means of education is already exhibiting itself in the several departments of drawing and design at the university.

## LIBRARY.

The library, selected with reference to the literary and scientific studies required in the several courses, includes over 11,000 volumes. The large library hall, fitted up as a reading room, is open throughout the day for study, reading and consultation of authorities. It is well provided with American, English, French and German papers and periodicals, embracing some of the most important scientific and art publications.

## FACULTY.

HON. JOHN M. GREGORY, LL. D.,  
Regent, and Professor of Philosophy and History.

SELIM H. PEABODY, A. M.,  
Professor of Mechanical Engineering.

THOMAS J. BURRILL, M. A.,  
Professor of Botany and Horticulture, and Secretary.

COL. SAMUEL W. SHATTUCK, M. A., C. E.,  
Professor of Mathematics, and Vice-President.

COL. EDWARD SNYDER, M. A.,  
Professor Modern Languages and Commander University Battalion.

DON CARLOS TAFT, M. A.,  
Professor of Geology and Zoology.

J. BURKITT WEBB, C. E.,  
Professor of Civil Engineering.

JOSEPH C. PICKARD, M. A.,  
Professor of English Language and Literature.

N. CLIFFORD RICKER, M. Arch.,  
Professor of Architecture.

JAMES D. CRAWFORD, M. A.,  
Professor of Ancient Languages.

HENRY A. WEBER,  
Professor of Chemistry.

GEORGE E. MORROW, LL. B.,  
Professor of Agriculture.

FREDERICK W. PRENTICE, M. D.,  
Lecturer in Veterinary Science.

MISS LOU CATHERINE ALLEN,  
Preceptress and Instructor in Domestic Science.

FERNANDO A. PARSONS, M. L.,  
Instructor in Book-Keeping.

PROF. PETER BAUMGRAS,  
Instructor in Industrial Art and Designing.

MAJ. WM. A. DINWIDDIE,  
(First Lieut. 2d Cavalry U. S. A.,) Professor of Military Science and Tactics.

## INSTRUCTORS AND ASSISTANTS.

MISS CHARLOTTE E. PATCHIN,

Instructor in Music.

IRA O. BAKER, C. E.,

Assistant in Civil Engineering and Physics.

MELVILLE A. SCOVELL, M. S.,

First Assistant in Chemical Laboratory.

CHARLES I. HAYS, B. S.,

Assistant in Horticulture and Botany.

CHARLES L. PICKARD, B. A.,

Assistant in English and Ancient Languages.

EDWIN L. LAWRENCE,

Head Farmer.

E. A. KIMBALL,

Foreman in Machine Shop.

JOSEPH C. LEWELLIN, B. S.,

Assistant in Architecture and Foreman of Carpenter Shop.

WILLIAM D. RUDY, B. S.,

Second Assistant in Chemical Laboratory.

JOHN E. GREGORY,

Third Assistant in Chemical Laboratory.

C. W. CLARK, B. S.,

Second Assistant in Civil Engineering.

GEORGE A. WILD,

Taxidermist.

Teacher of Elocution.....

LORADO TAFT,

Teacher of Clay Modeling.

## SUMMARY OF LIST OF STUDENTS.

Resident graduates—gentlemen.....	
—ladies.....	
Seniors—gentlemen.....	
—ladies.....	
Juniors—gentlemen.....	
—ladies.....	
Sophomores—gentlemen.....	
—ladies.....	
Freshmen—gentlemen.....	
—ladies.....	
Preparatory—gentlemen.....	
—ladies.....	
Special students—ladies.....	
Total.....	

## THE UNIVERSITY AT THE PARIS EXPOSITION.

On the invitation of Gen. Jno. Eaton, U. S. commissioner of education, the University sent an exhibit of its work to the Paris Exposition. This exhibit included architectural and free-hand drawing, examination papers in several departments, several theses of graduates, a set of wood-work from the architectural shops, and a collection of over thirty photographs of the buildings, interiors and grounds of the University. This exhibit, sent without expectation of return or award, attracted great attention and received from the judges the gold medal, in testimony of its excellence. The institution had previously taken, at the centennial exhibition, four diplomas and medals for its display at Philadelphia.

## GENERAL REMARKS.

All the state universities of this country have met the singular fortune of being obliged to undergo, in their infancy, storms of hostile criticism and often of bitter opposition. The University of Illinois has not been an exception, but happily it has surmounted the criticism and opposition at an earlier period of its career than many of the other institutions, and has achieved an earlier success. It is perhaps this success itself which has silenced the voice of ill-will. It is now generally acknowledged by all acquainted with the circumstances that the charges made against its trustees and faculty, of some fancied purpose to defeat the law of congress and misappropriate the funds, were without any foundation. The plans proposed at the outset have been steadily followed, with fewer changes than are usually found necessary, and these plans have produced an institution of practical learning which has been approved by the best authorities of the country for its excellence and usefulness. The agricultural college department, concerning which the most of solicitude was felt, and around which the chief violence of criticism expended itself, to-day acknowledges no superior among the agricultural colleges of this continent in the directness, scope, value and amount of work it is doing for agricultural education. Its instructors consist of a professor of agriculture, an instructor in agricultural chemistry, a professor of horticulture, a lecturer on veterinary science, besides several other professors who give instruction in the branches of learning relating to agriculture. Its apparatus of instruction includes a stock and experimental farm, horticultural gardens and grounds, fine cattle, a veterinary hall for dissecting and clinic lectures; in connection with the treatment of diseased animals; cabinets of agricultural and horticultural productions, plates, plans, charts and other representations of farms, buildings, drainage systems, breeds of domestic animals and their anatomy; models in *papier mache* of parts of animals and plants, including one complete horse, manufactured in Paris, and costing about \$1,000. It embraces also skeletons and other anatomical preparations with specimens of soils and their analyses. Besides the ordinary lectures and class room instruction, the college gives annually a course of lectures to the public like those in the programme which follows:

## LECTURE COURSE.

Course No. 1 will begin Monday evening, January 27, and continue *ve successive evenings*. Courses 2 to 7 will be given during four

afternoons, beginning at 9 o'clock Tuesday. Nos. 2 and 3 will be given the first; 4 and 5 the second; 6 and 7 the third hour each day.

1. Political economy of agriculture, by Dr. Gregory, Regent of the University.—The relation of food production to population and civilization; nature and production of agricultural wealth; agricultural exchanges and markets; laws of distribution of agricultural wealth; the crisis of industry.

2. Soils and their management, by Prof. Morrow.—Origin and uses of soils; drainage (by Prof. Shattuck); tillage; fertilizers.

3. Chemistry, by Prof. Weber.—Laws of chemical combinations; principles of chemical nomenclatures; agricultural chemistry (by Mr. Seovell); application of chemistry.

4. Veterinary science, by Dr. Prentice.—Anatomy of farm animals; the digestive apparatus; the respiratory apparatus; some common diseases.

5. Rural architecture and hygiene, by Prof. Ricker and Miss Allen.—The farm house; home making; some mistakes in farm hygiene; the education of women.

6. Animal husbandry, by Prof. Morrow.—The animal in agriculture; principles of breeding; in-breeding and cross-breeding—(by Mr. Sanders of *National Live Stock Journal*); selections and management of live-stock.

Plants, by Prof. Burrill.—Plant structure; plant life; sap (by Prof. Peabody), plant culture.

Surely no reasonable mind can find fault with the spirit and manner in which this department of the University is managed, and if the number of students is less than could be desired, it is owing not to any fault of the institution, but to the failure of agriculturists to appreciate as yet the value of scientific and professional training for their sons and successors. The increase of population and the gradual wasting of the fertility of the virgin soil will doubtless compel the adoption of more scientific and intelligent methods of cultivation, and then the agricultural college will exhibit its usefulness and receive the patronage which is its due.

#### AN ERROR CORRECTED.

It has been erroneously stated in a published report that the controversy in regard to the University had largely assumed the form of a discussion as to the position which should be given in this institution to the classics; that three parties had been developed, of which one would totally exclude the study of Latin and Greek; the second would discourage without forbidding, and a third would make it quite prominent, and it is further stated that the question of classical education was involved in a rivalry between this and another institution, growing out of a possibility of making the one or the other institution a University in reality as well as in name. No statement could be more false, injurious or unjust. The question of classical instruction at the University was never seriously debated, the law of congress having plainly settled it beforehand. A few persons through the state may have objected to such instruction, but no one either inside the authorities and faculty, or outside, ever proposed to make the study of the ancient languages a permanent feature of the institution. Every report and catalogue ever published sufficiently shows this, and no thought of rivalry with any other institution, public or private, ever entered the most secret thought of the managers of the University. Its position and future were too well assured to make such rivalry possible.

The unjust and often ignorant criticism which the University was forced to encounter in common with all other state universities and

state schools even, was not the only disadvantage under which it has struggled. Its very name, though chosen with the wise and proper intention of pledging the institution forever to its great work of promoting the industrial pursuits and aiding the industrial classes of the state, unfortunately employed a term already fixed to other meanings in the language of the educational world. In America as well as in Europe the term "industrial," as applied to schools, has, for more than fifty years, been used to designate charity schools, or reformatory schools established to teach juvenile paupers, criminals or orphans, some trade or employment by which they might be made self-sustaining members of society. Its application to the University has been and is still a source of constant misunderstanding. The question is frequently asked, whether it is not the reform school of the state, with a more than a usually pretentious name, or a school of mere manual labor, designed to teach the elements of trades. It is known that many of the students were deterred for a time from entering, because of this misapprehension, and there is good reason to believe that this unfortunate misnomer still frightens away many who would otherwise enter its classes.

In conclusion, it is a gratifying fact that the plans and aims of the University are receiving constant though indirect approval from the tendencies shown by all of the great universities of the country to approach and occupy the same ground. Old institutions like Harvard, Yale, Michigan University and others, once devoted almost exclusively to the old curricula of classical learning are adding, one by one, schools of art and applied science, such as schools of engineering, architecture, mining, pharmacy, analytical chemistry, &c., and are advertising these schools to testify to their appreciation and their readiness to meet the wants of this great industrial and scientific age. We may congratulate the friends of humanity and of practical learning, in the triumph of their cause, and in the accession to their forces of so many of the older and richer institutions of the country, and if our Industrial University stands no longer alone and peculiar in this respect, it is because that its schemes of instruction have been demonstrated to be in accordance with the demands of the times and the spirit of the age.

#### APPROPRIATIONS.

The trustees of the University require the sum of ten thousand dollars per annum for sundry expenses, and the sum of six thousand dollars for the purposes named in items 7, 8 and 9 below. These sums of money are undoubtedly needed for the use of the University, and it is right and proper to do all that is consistent for the encouragement of this young and growing institution of learning. I earnestly recommend that these several sums for the purposes specified be appropriated by the General Assembly:

1. For the payment of taxes accruing each year, 1878 and 1879, \$2,500 per annum.
2. For current repairs and improvements on buildings and grounds during the years 1879 and 1880, \$2,500 per annum.
3. For current expenses of the chemical and physical laboratories for the years 1879 and 1880, \$1,000 per annum.
4. For the current expenses for educational work and practical instruction of students in the mechanical shops for 1879 and 1880, \$1,500 per annum.

5. For University library and museum for the years 1879 and 1880, \$1,500 per annum.
6. For collecting and mounting of specimens for geological, mineralogical and zoological cabinets, \$1,000 per annum.
7. For the erection of a new water closet for the main building, additional drainage the same, and additional heating coils, &c., \$2,500.
8. For the purchase of musical instruments for military departments, purchase of arms, &c., \$500.
9. For purchase of engine boiler and steam-pipes for heating University, \$3,000.

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## NORMAL SCHOOLS.

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The reports of the two State Normal Schools show them to be in prosperous condition, and I respectfully call the attention of the General Assembly to them. The claims of these institutions were fully discussed in the last biennial report of this department and deem it unnecessary to do more than to submit the statements made by President E. C. Hewett, of the Northern Normal, and President Robt. Allyn, of the Southern.

These reports fully set forth the claims and needs of the schools and I am sanguine that they will receive the attention due them from the General Assembly. The young men and women educated in the institutions, for the work of teaching, are scattered over the state, and their work is known to all.

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## NORMAL UNIVERSITY.

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*Hon. S. M. Etter, Superintendent Public Instruction:*

DEAR SIR: Twelve years ago, Superintendent Bateman, in his biennial report, used this language: "The one great need of our school system, a need which towers above all others to-day, is a supply of well qualified teachers." These words are quite as true in 1878 as they were in 1866. Teachers there are in plenty; but well qualified teachers—teachers possessed of the requisite natural endowments of head and heart, fired with the zeal that is necessary to high success, and well trained both in the matter to be taught and in the art and science of teaching, are not easily found for our schools. This fact is due largely to the ignorance or carelessness of the community, for the great law of supply and demand holds in respect to teachers as well as to everything else. Sometimes those who employ teachers do not know the requisites necessary to a good teacher; consequently, they fail to remember that a really good teacher never receives the compensation that his services are actually worth, while anything paid to a poor teacher is wasted, or worse. Too often the only consideration seems to be to get the person who will work for the least money.

That much of the teaching done in the state is scandalously poor is evident from the condition of the candidates who apply for admission to the normal school. They come from all parts of the state, and their condition may be reasonably taken as an index of what the schools of the state are doing for their pupils. Some are well prepared, but

The proportion show that they have not in any reasonable degree mastered those subjects that the schools should teach. They cannot read the most common article from a newspaper or school reader with clearness and intelligence; they cannot spell common words with accuracy; they know with certainty little or nothing of geography; they cannot write a respectable hand; they cannot construct a letter of a single page correctly; they frequently violate the plainest rules of syntax; and even in arithmetic, to which they have given most of their time in school, they are unable to perform ordinary computations, with either accuracy or promptness. Furthermore, they show no mental training which enables them to study either books or things with efficiency and success. And yet many who are deficient in all these things have themselves been teachers, often for several terms; and they can turn right away from the doors of the normal school and again take up the business of teaching.

#### A GREAT NEED.

This state of affairs, and I have not overdrawn the picture, calls loudly for a remedy. The people of Illinois are proud of her public schools; they pay vast sums of money for their support; they look to them as the chief bulwark of their political and social liberty; and they justly regard them as the principal ground of hope for all the greatness they anticipate for her in the future. But, if this trust is to be well-founded, and these hopes are to be realized, something efficient needs to be done, and that speedily, to cause our schools to do their work better. And the great, the overshadowing need, as I have already said, is to create a demand for better teachers, and at the same time take measures to supply that demand.

Exactly this is the purpose of the normal schools; and I assert, without fear of contradiction from any man who is both intelligent and honest, that the normal schools are doing this work at least reasonably well. But they are insufficient for the undertaking. Other agencies are needed to supplement and extend their work. For a score of years, this want has been painfully apparent to the best and wisest of our educators. For proof of this assertion, I appeal to the records of our state teachers' association, and to the successive biennial reports of our state superintendents.

#### A PROPOSED REMEDY.

'State teachers' institutes, under the management of efficient and capable men, to be held in all parts of our broad domain, are the most promising agency, in the opinion of these educators, as their repeated public utterances will abundantly show. These institutes will tend to produce the desired results in various ways. They will arouse and instruct the community; they will afford much of instruction and incitement to the great multitude of teachers who are, and must be, engaged in the work for a short time only; they will show to many young people who have an aptitude and a predisposition for the work of teaching, the necessity for a much more extended preparation. Thus they will aid the work that the normal schools are now doing by showing the people the need and value of such work, and by sending to their halls great numbers of young people, for that thorough preparation to whose need they have been aroused by the work of the institutes.

The expense of such institutes would be a mere *bagatelle*—ten or fifteen thousand dollars annually would probably be sufficient. It is high time that this matter should receive the serious attention of our law-makers; other states—some of them our near neighbors—are leaving us far behind in this respect. If Illinois is to maintain her high place educationally among the states of the union, and her pre-eminence among the states of the Mississippi valley, she cannot neglect this means of progress much longer. It is not enough that she take no step backward; she must take a long stride forward. And, for myself, I am thoroughly convinced that this is both the cheapest and wisest step that she can now take.

#### WHAT THE NORMAL UNIVERSITY IS DOING.

Returning from this digression, to the normal schools, it may be asked, how are they doing their work—the work of preparing young men and women for efficient service as teachers in the schools of the state? For our own school, I will give a plain, explicit and truthful answer.

1. We are giving to them thorough instruction and training in the elements of those subjects which they are required by law to teach in the schools. This work of instruction and training relates not only to the facts and phenomena of the subjects taught, but to the principles as well. Nor is this work confined to the subjects enumerated in the law; those are put first, but the range of the work embraces some of the so-called higher branches, including, for such as choose, ancient and modern languages. In the branches of natural science, our work is very thorough as far as it goes, and our facilities are among the very best.

2. We are arousing in these young people an enthusiasm in the work of teaching, as work worthy of the highest powers of body, mind and heart, as a work worthy of lifelong devotion, and of a consecration that may justly be termed *religious*. We are training them in a knowledge of the human mind, and of the laws which govern it, both in action and in its growth. We are teaching them, both by precept and example, as well as by the practice required of them, in the principles that underlie good methods of instruction, and also in the methods to which those principles lead. We are teaching them in regard to the management of schools, as related to their economical arrangements, to the principles and practice of government, and to the importance and methods of building character in their pupils.

3. In their observation and practice-teaching in the model department, we require them to make a *practical acquaintance* with all these things, under the instruction and guidance of experts who have had long and successful experience.



Thus, we are preparing them for their work, by attention to the *matter to be*, the *nature of that which is to receive instruction*, and the *principles and methods of progress in teaching and managing schools*; and, in all this, due attention is given both to *theory and to practice*.

#### ARE WE SUCCEEDING.

This work, as now outlined, we conceive to be what is needed for our school what is set before us in the law under which our institution should exist at all. The work may be done we may conceive to be the only means why the institution should exist at all. That we are doing it perfectly, we are not so foolish as to claim; that we sometimes make mistakes we have not the hardihood to deny. But that we are doing the work fair degree of efficiency, we honestly believe; and we have good reasons to think that competent to judge, believe as we do about it. Twelve years ago (see sixth biennial report, pp. 214-230), my predecessor published the written opinions of some of the prominent friends of education in the state, on this question. I do not believe the opinions of those competent to judge would be any less favorable to-day; nor do I think there is any reason why they should be.

But the testimony of our graduates and students, on this point, seems to me worthy of attention; inasmuch as they have experienced this training, and have gone forth to do the work for which they were trained, and to test, in the only equitable way, the value of their preparation. The testimony of these young people comes very frequently, and it is almost uniformly of the same tenor. I insert an extract from a letter received during the past week, from one of our graduates. It is a candid expression from one who did not always take kindly to our methods of working with him, and I publish it without his knowledge or consent, for which I doubt not he will pardon me. This young man says: "I am teaching in ——. This is my third year in a school of three departments. I like teaching, and owe all my success to it. The things I once hated there, I now love. The teachers whom I thought too strict, my best friends. If I were to go through the normal again, I would be a much more competent pupil and give you less trouble. I shall send every pupil I can."

#### RESULTS.

Four thousand three hundred and seventy-four persons (4,374) have entered the department since the opening of the school, Oct. 5, 1857. Several of this number remained only a few weeks; quite a large proportion were pupils for but a single term; others for two terms or one year; and still others for a longer time. Our students are generally poor; many of them are far from young when they enter; quite a number are families dependent on them for support. Such as promise well usually have little time to teach before their term of study is completed.

For these and other reasons, the number who remain to complete the full course to take the diploma, is comparatively small. The total number of graduates of the normal department is 321; the class of 1863 was the smallest, containing but seven graduates; the class of 1872 was the largest, numbering thirty-four; the average number each graduating class has been slightly below seventeen. Three hundred and twenty graduates are known to have taught since graduating; we have no knowledge in regard to four; two had engaged schools, but died before the term began; another who gaged a school, fell sick and has not recovered; some have paid their tuition, but have failed to take up other business; several who have not taught since graduating from one to three years during their course; seventeen of our graduates are living; one hundred and sixty-five, more than half of the whole number, are known to have taught during the past year.

Two hundred persons graduated in the first thirteen classes; these have an average of 6½ years each, eighty-nine of them were teaching during the past year; forty-eight have taught all the time since graduating. Thirty-eight persons have graduated from the high-school department; most of these have taught; eleven are known to have taught during the past year. Many of our graduates, and some who never completed the full course of study, have filled, and are now filling, places of great respect and influence. Among them are professors in colleges and normal schools, superintendents of counties and cities, conductors of institutes, etc.

But the efficient workers from the normal university are not to be found among graduates alone, nor in the office of professor or superintendent. In the country in the primary school, and in other humble but useful positions, are found early successful workers, who gained their inspiration and training here. Not all are successful, but the great majority are.

It is impossible to obtain full statistics in respect to our pupils, but we have the postoffice address of 930 of our students, who have taught since October 1857. Eighty-six only of this number were working outside of the state, and we have reason to think that fully one thousand are teaching now in the state of Illinois. In view of the facts it does seem as though one who asserts that our students do not teach, or that they are unable to escape the charge of willful falsehood, and that is by pleading ignorance in respect to the very thing about which he makes the assertion.

#### SOME FIGURES.

I learn from official sources that Illinois spent \$7,802,525.24 for school purposes. Of course, the sole purpose of this vast outlay was to secure good instruction for the children of this state. We know that nearly or quite one thousand students in the normal have been teaching in Illinois within the last fifteen months; but let us see what number at 750; this is more than one-thirtieth of all the teachers in the state. The cost of the school spent is \$260,084.13. Now, if these representatives of the school do only one-tenth better work, because of their training here, then, on the calculation that we have taken, their training has been worth to the state more than

or does this take into account any indirect value which a good school has for the schools and teachers of the neighborhood. The annual appropriation to this institution from the state has been \$24,700, for the last four years; more than one-fourth of this sum, however, is interest on borrowed funds, at the rate of six per cent., and is in no sense a gift from the state. Is it reasonable, then, to say that the normal school pays?

Again, how great a burden does this institution impose on the people of this state? The total tax levy for state purposes is "thirty-three cents on one hundred dollars," less than one one-hundredth of this will give the entire sum appropriated to the normal university. Or, to put it in another way, a man who pays taxes on ten thousand dollars contributes about thirty cents a year to the support of our institution.

Take another view. The valuation of the state for taxation is \$857,235,762; what part of this sum is \$24,700? A little calculation will show that it amounts to less than three one-thousandths of a cent for each dollar. In other words, one cent upon every dollar of the taxable property of the state will support the normal university for about three hundred and fifty years. Again, the total expense of the institution is less than one cent a year for each inhabitant of our state. Looking at these figures, let me ask how much the burden of taxation would be relieved were these appropriations to cease? And, looking at the work it is doing and the importance of the work, what shall we say of the man who seeks political capital by attempting to abolish or cripple the normal university? By what name ought we to call such a man?

#### PERMANENCE OF THE INSTITUTION.

In 1868 your accomplished predecessor used the following language concerning the normal university. (See seventh biennial report, p. 149.) "It is a distinct, positive, and acknowledged educational power in the state. Its influence pervades the whole school system, through and through, and there is not a county in the state where its presence is not felt. It has settled down, by a sort of loving adoption, into the hearts of the people, as a part of the inviolable heritage of themselves and of their children forever.

It has grown so gradually and yet so steadily and tenaciously into the educational framework of the state, that it could not now be destroyed without rending asunder, or consigning the entire fabric of which it is a part. It is associated with all our thoughts and aims of public education in the state. Suppose the act creating it were to be repealed, it should be overtaken by some sudden and destructive calamity; or by some catastrophe, the normal university should be blotted out, who would not realize, in the sincerity of his grief, how firmly that school was anchored in his heart, how closely linked with his hopes of the educational future of the state?" Again he says, "the school, after encountering the usual vicissitudes incident to new, and partly experimental enterprises, now rests firmly and quietly upon assured foundations, looking backward over an eventful but ever brightening history of over fifteen years, and forward to a long and still more useful future." (Ninth biennial report, p. 157.)

The fifteen prosperous years of which Dr. Bateman speaks, have now become twenty-five; but from the opposition we have encountered in successive general assemblies, there has come to be, in some quarters, a question whether the future of the institution is as quiet and assured as he seemed to think. Ought not this question to be set at rest? The normal university is ever open to inspection by any one; its finances are so managed that not a cent is wasted or lost; its students are found in the school-rooms of the state, in all its length and breadth; laboriously, earnestly and successfully it is pursuing the aim for which it was created, and is it not fair to expect that, in future, its necessary expenses will be provided for, without subjecting its friends to the trouble of presenting for the twentieth time the same arguments, and answering objections that have been successfully met again and again?

Besides all this, the real estate connected with the institution, now the property of the state, was given on such terms that a failure to provide for the school would cause it to revert to its donors or their heirs. It would seem then, at least until some new discovery is made, there ought to be no question as to the permanency of the institution.

#### PRESENT NUMBER OF STUDENTS.

During the present term, there have been four hundred and twenty-five students in the institution, not counting such as remained less than four weeks. They are distributed as follows:

	Males.	Females.	Total.
Normal department.....	87	155	242
High school.....	37	26	63
Grammar school.....	48	40	88
Primary school.....	13	19	32
	155	240	425

In the normal department are representatives from fifty-nine counties, and from five states besides our own; the class that entered this term numbered one hundred and eleven persons, representing forty-five counties and four states besides Illinois.

Every pupil who enters the normal school is required to take the pledge, declaring that it is his intention to become a teacher; no offer to pay tuition fees as an exemption is accepted, and only in very rare cases is the pupil allowed to depart from the printed order of studies; this order of studies requires elementary and professional work from the start. I know that these strict requirements diminish our numbers largely. If we would establish a "commercial department," a "classical department," and a "literary department," etc., allowing students to elect their studies, and to escape all responsibility for teaching, by paying a small fee for tuition, we should adopt the course of many so-called "normals," and we should doubtless be overrun with students. But I conceive

that by so doing we should cease to be a normal school in any proper sense of the term.

Our attendance this term is not so great as it has often been at this season of the year. The falling off is confined, however, almost entirely to the normal department. I suppose the reason of this is to be found in the "hard times." They diminish our number directly by depriving many students of the necessary means; and indirectly they have the same effect, because the general reduction of teachers' wages tends to discourage many who have been looking to teaching as a business for which they would prepare themselves. Besides, in the present scramble for those who will teach for little money, many who could hardly pass our entry examination, low as the standard is, can get employment as teachers. The same thing prevents us from elevating our standard as we should like to do, for comparatively few care to be at the expense of the course of study here, while they can secure schools and certificates with their present low qualification.

Some who enter with us and leave after a few weeks, often because they are unfit to do our work, go out and take schools, representing themselves as coming from the normal university. We know many cases in which the reputation of the school has seriously suffered from the performances of these "one-term flatulents."

In years past, the scarcity and high cost of board operated to diminish our number. This is much changed at present; board is easily obtained, and it costs from one to two dollars a week less than formerly, while the cost of room rent is reduced more than one-half.

#### PRESENT FACULTY.

The names and salaries of our Faculty are shown below; most of the salaries have been reduced *ten per cent.* during the present year:

Edwin C. Hewett, president, professor of mental science and didactics.....	\$3,150
Thomas Metcalf, principal of the training department.....	1,800
Albert Stetson, professor of language and reading.....	1,800
John W. Cook, professor of mathematics.....	1,800
Henry McCormick, professor of geography and history.....	1,800
Stephen A. Forbes, director of scientific laboratory.....	1,800
Minor L. Seymour, professor of natural science.....	1,000
Lester L. Burrington, principal of high-school and professor of Latin and Greek.....	1,500
Mrs. Martha D. L. Haynie, professor of modern languages.....	900
Miss Armada G. Paddock, first assistant, training department.....	900
Charles de Garmo, second assistant, training department.....	1,100
Miss Bandusia Wakefield, first assistant, normal school.....	600
Miss Rosalie Miller, teacher of drawing.....	600
Miss Flora Pennell, second assistant, normal school.....	600

Most of these ladies and gentlemen have been with us for a long time; and, as the years go by, I am sure they are more and more competent to discharge their duties. Mr. Seymour has taken the place of Dr. Joseph A. Sewall, who left us more than one year ago, after seventeen years of service here, to become President of the University of Colorado, at Boulder, in that state. By his earnest, faithful and intelligent work, Prof. Seymour has won the full confidence of the students and faculty. Miss Pennell takes the place of Miss Ellen S. Edwards, who left us at the same time with Dr. Sewall; she is doing faithful, efficient work. One year ago, Miss Harriet M. Case resigned the position that she had so worthily filled. No one has been appointed as her successor. It will be noticed that the number of our teachers is very small, as compared with the number of students. As a consequence, many of the classes are very large—too large—sometimes containing as many as forty or fifty persons. It requires persons of much ability, tact, skill and physical vigor, to manage successfully such numbers in a single class. But I am glad to say, of all our teachers, that I believe they are doing excellent work, and that our relations to each other and to the students are harmonious and friendly, to an unusual degree.

#### WORK OF EUROPEAN NORMAL SCHOOLS.

I have received from the bureau of education, a circular, giving an account of the normal schools in the German states. Some of the facts given are so interesting, as bearing upon some general questions of pedagogical training, that I beg to bring them to your attention. Normal schools or teachers' seminaries, have had an existence in Germany for one hundred and forty years. No person is allowed to teach in a public school who has not a diploma from one of them. There are ten such schools in Prussia. The course of study covers three years, and embraces much the same branches as our own course. During the first year, only two hours in a week are given to professional work, while five hours are given to the German language, and three to arithmetic. During the whole course, the proportion of professional to other studies is not greater than it is with us. This last fact is very significant in view of the claim often urged that our normal schools ought to do nothing but professional work; and it is quite remarkable when we remember how much better the German schools prepare candidates to enter the normal schools, than most of the schools do in our own country.

#### ESTIMATES.

I estimate that we absolutely need, for our current expenses for the coming two years, \$24,500 annually, as will appear from the following table:

Salaries of teachers.....	\$19,980
Salary of janitor.....	480
Salary of engineer.....	500
Fuel.....	1,000
Incidental repairs.....	1,000
Increase of library.....	500
Apparatus, chemicals, etc.....	1,040

\$24,500

Our school grounds would now present a very fine appearance if they were properly cared for. They would attract strangers, and delight and instruct our pupils. If we could spend about eight hundred or one thousand dollars a year for walks, drives, flower beds, etc., we should have one of the most attractive parks to be found anywhere in the west.

## REPORTS.

Two years ago, each head of a department made a report, setting forth the scope and method of the work done in his department. I have not thought it best to repeat those statements. But I have asked three of our professors to report to me, in order that we may show some particulars in which our work has been changed, extended, or essentially modified. Those reports are hereto appended.

All of which is respectfully submitted.

EDWIN C. HEWETT.

NORMAL UNIVERSITY, November 30, 1878.

## NATURAL PHILOSOPHY.

*Edwin C. Hewett, President Illinois State Normal University:*

SIR:—I present herewith a report of such modifications of the work under my charge as have been made since my last report.

With the beginning of the present term, a radical change was made in the methods of instruction in natural philosophy.

That natural science should be studied by the 'laboratory method,' is generally conceded. In this particular branch, fortunately, almost all of the needful apparatus can be prepared by the teacher if he be possessed of an ordinary amount of ingenuity, and a good stock of patience.

The plan of work is substantially as follows:

Where it is possible, experiments are performed by all the pupils under the direction of the instructor; the results are carefully observed, and definitions, principles and laws are deduced, all based upon the observed phenomena. When the experiments are of such a character that only a few can participate, they are performed by the teacher with the assistance of some of the pupils under the supervision of the teacher.

It is the constant aim to have the pupils do as much of the work as possible. They thus acquire the necessary skill in manipulation, and their interest in the study is vastly intensified by seeing the phenomena develop from the work of their own hands.

As has been intimated, most of the apparatus is very simple in character and is devised by the teacher and members of the class. There are two reasons for preferring material of this kind. In the first place, the simpler the apparatus, other things being equal, the clearer the demonstration; and in the second place, our pupils need to learn that they can illustrate to their classes very many of the most interesting facts of natural philosophy, although there be no fund for the purchase of philosophical instruments.

About one hundred and fifty experiments were performed during the term, and the entire cost of the apparatus used in two-thirds of them did not exceed six dollars.

A few years since, on excellent air pump, several bell-jars, and a few other pieces were purchased, and at its last session the board of education appropriated a sufficient sum to place the physical laboratory upon a fair footing. The money thus appropriated has been expended in purchasing a few superior pieces instead of a number of cheap ones that can be supplied by the teacher at one-tenth the ordinary price.

The course of study includes the topics ordinarily discussed by the text-books on natural philosophy, with the exception of voltaic electricity and heat. The former was omitted because it receives quite full treatment by Prof. Seymour in his work in chemistry, and the latter on account of lack of time.

The results of the 'new departure' have been very satisfactory. The amount of work done is greater than that of former classes, and the experimental work seems to fit the pupils for a better understanding of the more abstruse topics. The mind, freshened and sharpened by the study of things, turns to the mathematical demonstrations with a vigor and keenness unobserved in previous classes.

Respectfully submitted.

JOHN W. COOK, *Prof. of Math.*

## DEPARTMENT OF NATURAL SCIENCE.

*Edwin C. Hewett, President Illinois Normal University:*

SIR: The work of this department came under my supervision on the thirty-first of December last.

During the year, eight classes, 194 students, have taken the studies of chemistry, physiology and botany.

## CHEMISTRY.

The efficiency and completeness of the chemical laboratory are due to the untiring efforts of my predecessor, Dr. J. A. Sewell, now President of the state university of Colorado.

Chemicals and apparatus were sufficient in quantity and kind to place the proofs of this study almost wholly in the hands of the students. Three classes have been taught.

The following has been the plan of instruction: First, a thorough study of a few elements and their compounds. Second, experiments performed by the students, and their explanations and theory. Third, thorough questioning on the work of the preceding day, followed by experiments.

Schemes or outlines of study have been presented, for hydrogen, oxygen, nitrogen, carbon, sulphur, phosphorus, sodium, potassium and chlorine. About one hundred compounds of these elements have been formed and examined. Each student has been made responsible for the demonstration of the reactions resulting from his own experiments.

It is thought a more abiding interest is secured by a thorough examination of the leading elements, than by a partial study of many.

Practical examinations have been given, in which each student has been made responsible for the successful manipulation of apparatus, and the careful handling of chemicals. One of the many needs of the high schools of our state is skill on the part of teachers, to prove theory by experiment.

As much attention as possible has been given to qualitative work. By actual trial, each student has learned simple but positive tests for impurities in water, for detecting the most important metals, and for showing the presence of the leading acids.

The following brief sketch of the plan of liberating oxygen in the laboratory during class time, will suffice for nearly all our work.

December fourth, two students were assigned the work of liberating 20 gallons of oxygen.

First, they chose the chemicals, potassium, chlorate and manganese dioxide. Next they dried the former to evaporate the water, and heated the latter to redness to burn the carbon. The two compounds were mixed and put in a retort, and, by the aid of an alcohol lamp, the oxygen was liberated, and the apparatus put away before the close of the hour.

No directions were given them. Of course, this element had been thoroughly studied, and this operation previously shown to them by the teacher.

It will be seen from the above that the plan has been inductive.

By an appropriation of the board of education, made in June last, the laboratory has been furnished with eight working-tables, eight wash-basins, each supplied with hot and cold water, a hood for the removal of bad odors and a perfect escape for chlorine, by a downward draught.

It is proper to add that the laboratory is now one of the most cheerful rooms in the university, and that in it may be found excellent facilities for a full prosecution of this branch of natural science.

#### PHYSIOLOGY.

Three classes have taken this study. This subject has been studied from full outlines of the following topics: Skeletons, muscles, skin, blood, respiration, circulation, digestion and the nervous system.

The hygiene of each topic has been studied with the topic. Specimens of the larynx, heart and eye from the pig, have been furnished each student for dissection. The anatomy of these organs can be shown here only by comparison.

Experiments have been given, proving the presence, and illustrating the effects, of carbonic dioxide upon the human system. Plans of ventilation have been presented, and the importance of this topic has been strongly urged. It is believed that so deep an impression has been made upon the minds of those who may go out to teach, that good practical results will follow.

Much of the philosophy of physiology has been added to the work usually given, believing that interests always comes from inquiry. As this branch of natural science is gaining ground in our public schools, it has been my daily endeavor to awaken new interest and to cause the future teachers in the state now here, to feel and believe that the mind *white hot* for knowledge generally gets it.

The one pressing need of this department in the teaching of this subject is a small appropriation for a mounted skeleton and the purchase of specimens for dissection.

#### BOTANY.

Two classes have taken this study. The first work done by the students was upon the germination of seeds. April affords no flowers for examination, in this locality. During this month the text book was carefully studied and the growth of the plants watched.

As the bursting buds revealed the renewal of circulation, experiments were made upon crude and elaborated sap. The months of May and June were given to the analyses of all plants that could be obtained.

The students analysed the plants without the book and were frequently required to write out such analyses, the credit given being upon such written work, and not upon reported examination of plants.

No record was kept of the number of plants examined.

Hereafter this will done. There should be furnished a press and paper for the saving of specimens. Once seeing a plant is not enough to fix it in the minds of beginners in this study. Familiarity will do this. Pressing plants, with a view to form an herbarium, will impress the mind with the characteristics of that plant.

The difficulty of securing specimens for examinations can be partially overcome hereafter because of a better acquaintance with the plants of this region and their locality.

Respectfully submitted,

M. L. SEYMOUR,

Prof. of Nat. Science.

## TRAINING DEPARTMENT.

*To the President:*

From the organization of this department in 1873, there has been from term to term a nearer realization of the ideals with which I began. In some important particulars, the present term gives the most satisfactory results that we have yet reached. This is due to no one cause; for instance, that branch of professional work known as

## "PRIMARY OBSERVATION."

Is done more efficiently than ever before, not simply because experience has given to the training-teacher a fuller command of means, but as well, because the students have come to look upon it as an essential part of the course of study. For a year or two, they seemed to view it as something imposed upon a previously arranged plan; and, so regarding it, they naturally reserved their best efforts for the academic work—reading, arithmetic, etc. Another factor in producing the favorable change referred to, and one affording us much satisfaction, is the influence of returned students, who, having done this observation work, have seen its bearing on their own success in subsequent teaching, and are hearty in commending it to their associates.

The number engaged the present term in this study of primary methods is somewhat greater than that in the entering class, the excess being due to the fact that those who last term failed to show a fair grasp of the methods, were called right back to the study at the opening of this term.

Since, in dealing with children nothing else is so important as the first steps, it is well that a student's failure herein should be duly emphasized. The training-teacher keeps a careful record of scholarship, in the case of each one of these "observers." This helps to deepen the pupil's feeling of responsibility, and to bring him to a consciousness of his real relations to this somewhat novel work. The *per cent.* required to free a student from reviewing these lessons the following term has been gradually raised to the grade fixed for the general academic work of the school, seventy *per cent.* No lower standard should hereafter be allowed.

We wish it kept in mind that many of those who enter our school have fully resolved on teaching, and intend not to delay very long. Such has been the situation from the opening of the school in 1857. Until recently, it has seemed impracticable to do more for these persons, toward fitting them for valuable service in the schools of the state, than to impress them with the value of thoroughness in study, and of accuracy and promptness in recitation. True, those who had remained with us a full year, then, as now, were set to teach a class in the model school. But the larger part left before the close of a year, and did not have this apprentice-experience. In view of the general poverty that marks primary teaching in the public schools, and recognizing our student's haste to teach, the board wisely determined that certain professional work should have an early place in the course.

In this attempt to introduce earlier professional study,

## THE GREAT DIFFICULTY

Is this: Very many applicants, though passably fitted to pursue the study of arithmetic or geography, are so ill versed, in language—are so unaccustomed to express their own thoughts in writing, or even to grasp the thoughts of another, when given in simple and exact language—that, in a subject like "methods in primary teaching," they prove to be very dull pupils. Here then they are—not ready to become good students, and yet, it may be, engaged to teach. Nevertheless, a little good is within the reach of the poorest; and, for several terms, we have required all the members of the normal entering class to begin the work known as "primary observation." For this class of learners—many of them but poorly qualified to enter on close study—stress must be laid on matter and manner, even though the connection of these with underlying principles should sometimes escape mastery.

By the former rules of the board, the sum of \$12.50 per year has been required of each child in the primary room, in payment of tuition. For years we have had a good free school in our village, its primary department well taught; and under the rule referred to, it was not found easy to keep our illustrative classes of small children as full as we desired. Accordingly it was thought wise, with the approval of the president, to offer, for one year, free instructions to beginners. The effect was as anticipated—an adequate enlargement of the lowest class. But the classes of the second and third years were also too small. Permission having been granted by the board, all tuition throughout the primary department is, for the current school year, remitted. And now Miss Paddock's methods find ample illustration, from the beginning to the close of the child's first three years in school. All the seats are now filled—an advantage to these young teachers, far outweighing the income of two hundred or three hundred dollars, formerly derived from these seats.

In brief description of Miss Paddock's work, I will say, that each "observer" is supplied with written directions for his guidance, also with a written scheme of the order of work—the stages, and even the steps of primary progress. Further, by means of numerous questions given to them in connection with these plans, the students are prepared to apply themselves successfully, in noting all the important features and incidents of class-work in the primary school.

A single branch of study, as number, is first taken up. The "observers" note the teacher's way of approaching the little ones—her mode of testing their present knowledge and of leading them from the known to the unknown. Probably some of the children cannot count. Of those who have learned to say "one, two, three, four," not all have any idea of what is meant by "three"—perhaps not of what is meant by "two." The

teacher asks the child to bring her two pencils. The child brings five or three. One by one the children show just what they know. The work of teaching begins. By and by the observers retire to make a report of what they have seen, and a statement of their thoughts concerning the steps taken and the reasons therefor. This is done, not because it is expected that untrained teachers will properly estimate the character of such an exercise, or can wisely select the points most worthy of attention, but because the attempt to do these two things will, under judicious criticism, develop a careful method in observation.

The subject of number having been thoroughly examined, so far as concerns primary teaching, the same students observe and study the successive steps in reading, drawing, language, writing and spelling. They have in hand here the same carefully prepared statements, showing the order of steps, and the methods found to be successful. They are taught ways of securing uniformity when it must be had, of introducing variety where monotony would imperil the result. They are led to consider whatever bears on the mental and moral habits of children, to regard the prompt and accurate doing of the simplest duty we can lay on the child, as effecting the issues of adult life. They are brought to see why this is so—are taught to see many things that are commonly overlooked, to persist where thoughtless teachers give way, to prize what the unreflecting pass over as trifles, and in brief, so to plan a day's work as not to suffer defeat. Through this exercise daily, for twelve or more weeks, in Miss Paddock's room, taken in connection with oral and written discussion of questions there presented, our students are allowed to enter with fairer promise on the teacher's work.

In a former report, I indicated the plan adopted in that division of the training work known as

#### SUPERVISION OF PUPIL-TEACHERS.

This feature remains essentially the same. While my assistants are respectively principals of the primary and grammar departments of the model school, my own efforts are chiefly given to directing and counseling the pupil-teachers, holding their work up before them for favorable or adverse criticism, and exemplifying, at fit times, what are believed to be wise and reliable methods.

The large number of classes in charge of these advanced students makes it impossible—nor indeed desirable—that I should be a constant observer of each one. Better that the young teacher, once fairly started on a definite plan, should find himself somewhat free to put his own personality into his labor. But though sometimes absent I am admitted to the leading incidents of each hour, by regularly reading the diaries kept by these teachers as a part of their daily duty.

I wish to place on record my hearty approval of the service rendered by both my assistants. The mere holding together of more than a hundred children and youth, and preparing them for cheerful, honest study, would of itself be a signal advantage to our training work. My assistants, besides doing this, not only accomplish a large amount of class-work, but lend valuable service in counseling and instructing the pupil-teachers.

THOMAS METCALF

### *Biennial Financial Statement—December 1, 1876, to November 30, 1878*

#### ASSETS.

Real estate, buildings, etc.....	\$420,800 00
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#### RECEIPTS.

Balance on hand December 1, 1876.....	\$2,863 35
Appropriations for current expenses.....	49,398 58
Tuition from model school.....	5,923 65
Appropriations for repairs.....	2,500 00
Rents from land.....	524 21
Order, previously reported, lost and unpaid.....	25 13
From sale of hay rake.....	20 00
"    "    " books.....	5 00
Total.....	\$61,250 92

## EXPENDITURES.

Advertising .....	\$50 00
Apparatus .....	39 38
Book-keeping .....	200 00
Books and stationery .....	425 93
Botanical supplies .....	16 25
Care of grounds .....	217 65
" library .....	37 50
Chemical laboratory .....	400 00
Clerical work for secretary .....	8 60
Contingent expenses .....	1,200 00
Diplomas .....	31 25
Expenses of board of education .....	857 25
Fuel .....	1,233 08
Furniture .....	78 38
Grounds .....	26 00
Heating apparatus .....	354 22
Janitor's supplies .....	133 39
Labor .....	307 42
Library .....	300 00
Maps .....	10 00
Natural history laboratory .....	3,012 76
New floor in cupola .....	60 45
Physical apparatus .....	200 00
Plumbing .....	116 63
Postage .....	70 18
Printing .....	715 15
Rebinding books .....	11 25
Repairs .....	1,839 72
special .....	1,518 28
Salaries .....	46,236 13
Total .....	\$59,716 80

## RECAPITULATION.

Balance on hand December 1, 1876 .....	\$2,863 35	
Total receipts .....	58,596 57	
Total expenditures .....		\$61,259 92
Balance on hand December 1, 1878 .....		59,716 80
		\$1,543 12

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

CARBONDALE, ILL., OCTOBER 1, 1878.

To the Honorable Samuel M. Etter, Superintendent Public Instruction, Springfield, Illinois:

SIR: In accordance with the provisions of law, and by your desire, I have the honor to present to you my-second biennial report of the Southern Illinois Normal University. The number of students attending our institutions has been larger than could reasonably have been expected, and the general good order and scholarship of these students have been such as leaves little to censure and much to commend.

Our section of the state has not been noted for an enthusiastic love of expenses in behalf of education; and whenever a family has had the means of giving its children a "good schooling," it has been the common practice to send them abroad. These young persons thus educated in other states naturally become attached to the institutions in which they were trained, and not only recommended but urged others to attend there. The consequences have been that numbers of students from Southern Illinois are out of our state and not ready to return to our own schools. Years will be required to counteract this tendency, and hence our growth will necessarily be gradual. This university



was established only after long and able arguments against it, but with more able ones in its favor, and with the sympathy of hosts of friends among the people. A series of accidents has befallen it, such as few institutions have survived. It yet lives, however, and is doing a work of which its friends need not be ashamed. In its brief career of four years it has registered among its students 1,081, and they remained, on average, something less than one year each. Of this number less than two-thirds have given pledges to teach, the remainder having paid tuition. Twenty-two only have fully completed our course of study and have received diplomas. Five of these paid tuition and three are not engaged in teaching. One of those educated gratuitously is pursuing study further, and one is still awaiting employment. Of the numbers who have not finished the course, 511 have done good work in the schools of the state; these have carried with them our better methods of teaching to many remote districts, and have thus, as seems to me, far more than repaid to the people all the expenses which the commonwealth has incurred in founding the university. If we take into account the fact that at this date we have 221 students in our schools—about 43 of whom have been with us before and are counted among the 511 named above—we shall find that a fair statement concerning the amount of instruction in common schools given by our students who are pledged to teach will be, that out of 1,081 enrolled, 221 of whom are now in our school, 468 have fulfilled all their obligations, or we have had prior to this term 860 who have left us temporarily or permanently. About 490 have received free tuition, and we can point to 468 who have generally done better school work by far than they would have done had they not been taught by us. There have been seventeen deaths of young men and young women, and a few marriages of women who have thereafter mostly ceased to teach.

It would have been very pleasing to us if our students could have remained a longer time than their average—about two and a half terms. We cannot say we wish all would remain to graduate, for some are little fitted for the habits and pursuits of students, and far less for the calling and duties of teachers, and we, every term, candidly advise many to give over the attempt to study longer, with the permanent profession of teaching in view. They will profit by study and become better fitted for the duties of citizens. In many cases, however, the most promising students are compelled by poverty to forsake school temporarily, not unfrequently to enter upon their life-work without full equipment. They leave us with imperfect training, though with much added knowledge, and we believe with nobler aspirations. Thus have they begun the work of educating the children of the people, a calling second to none other in sacredness, in the amount of talent and knowledge it requires, and in the benefit it confers on the state. To say that all our students have taught excellent schools, in all cases, would be unworthy the cause of public education and injurious both to ourselves and our pupils. But, as is shown by nearly three hundred letters received from friends and directors and teachers, they have done better work than they could have done without the discipline gained in our university. If these 511 schoolmasters and schoolmistresses have—only the half of them—been superior to what they would have been—and the others are no worse—they surely have brought great gain to the community. I have no doubt, and I base my judgment on the letters referred to, that the university annually repays more than double its expense.

We have from the first made our school a place of observation for our normal students, and it is now a weekly duty for the classes in educational methods or pedagogics, to visit the rooms where recitations are going on, and make observations. They are required to write out these for the eye of their instructor, subject to his criticisms and emendations. They are also required to teach several of the common branches, directed and supervised by the professor of the department, receiving thus some practical experience along with judicious advice and stimulation from one who has had opportunity for study and labor in the school room. Our purpose has been to lay a foundation for this trial teaching among us, and for the profession among the community, in a complete mastery of the elements of our English language, and the common branches of everyday business knowledge. Our plan will be better understood after a few words of explanation.

To begin at the base of the pyramid. In orthography we expect the student to know three thousand words, and to be able to write them, making errors not more than one-half of one per cent. He should know how to spell every one of the words selected. But as all persons are not at all times able to do their best, as accidents of hearing and interruptions may occur, we allow for a few mistakes. This number of words is sufficient for conversation in ordinary social circles on the current topics of the day, and for correspondence among friends, and in doing the actual business of life. We also insist, in addition, that our students shall know how to pronounce and write the words of the reading lessons, the grammar, the geography and the arithmetic, in fact of all the sciences pursued. We supplement this with the analysis and composition of words, their meanings and uses, both in common and figurative language. This is to teach a knowledge of the mother tongue. In grammar, the aim is to enable the scholar to speak correctly and to know the law of correct speaking. The multitudinous forms of erroneous sentences in daily use are criticised and corrected till it is a habit to mark accuracy and to reach it. In arithmetic we have not time by frequent drills to train our pupils for lightning calculators. We do impress upon them, however, that they can by repetitions bring themselves up to any standard of rapid and correct work in the elements of this science; but we explain methods largely, and require these to be mastered. And especially do we show how a teacher should advance, step by step, in giving instruction, or in exacting work under each rule. Practice in a counting room, or solitary execution alone, can make an expert in arithmetical computations. Our duty is to prepare men to teach, and this is best done by the study of methods combined with figure exercises. In geography we have sought to give a knowledge of local geography, and then of the general conformation and divisions—both natural and political—of the globe. We aim to teach our pupils to locate all their knowledge of history, commerce and current events, on the map, and to associate it in the memory with the lines and colors on the pages of the school atlas, and then at a moment's notice to be able to read all this from that map as occasion may demand. Besides they are taught to draw maps in outline and to do much by way of filling in details. History follows almost the same order as geography, but we at-

tempt to teach the future instructor of children how to associate and preserve, both for use and communication, the important facts and political principles connected with the history of our nation and of the motherland.

Perhaps it ought to be said that our purposes are the same in all the higher studies. With our graduates, and as many as we find prepared, we insist on a course of mental philosophy and pedagogics. The teacher should know the mind and its methods of learning, and the essence of these two branches is exactly to set forth this. The time occupied on these topics is just one year, and it can easily and profitably be extended to two with great advantage. A longer time given to the description of our plans would seem to be unnecessary. We only remark that if we can inspire the young with an ambition for perfection in elementary work, time and opportunity, with a resolute will, can carry them forward to the height of all knowledge. Let the faculties be sharpened to observe, and the reason to generalize and deduce conclusions, let the heart be saturated with love of truth and honor, and the will be set to obey right and justice, then the scholar will become a good citizen and will teach by example and precept.

It must however not be omitted that our last year has more than doubled our strictly professional work. This is partly due no doubt to the age of our school. More scholars have completed the elements. It is also in part owing to our additional facilities for giving instruction, the trustees having provided for such help in the museum as nearly to give us the teaching power of another man. We do much need another lady, and we trust the day is not distant when we shall enjoy the pleasure of going still more thoroughly into the scientific study of pedagogics. Many students have, since September 10th, been examined for the purpose of entering on our higher work. Classes are now pursuing with enthusiasm, works on school economy, methods of instruction, the science of pedagogics and the philosophy of education. This is as strictly professional as any branch pursued at a medical or law school, and it seems to us to promise quite as well. And when we supplement this by our practice of observation in class rooms and the experimental teaching we demand, our students or graduates go forth from us with no little wisdom to arrange and instruct from the very beginning of their career. I cannot forbear calling attention to remarks concerning the place of normal schools in a system of public education and their general work, offered in my fourth annual report, made in June last to our board of trustees, and by them printed and somewhat circulated. I would supplement this report by copying a portion did I not know how much better the question could be argued by yourself.

In conclusion allow me to say that the numbers of our students have almost continually increased each term. The enrollment has been as follows for two years, viz: Fall term, 1876, 191; winter term, 1877, 184; spring term, 1877, 263; fall term, 1877, 230; winter term, 1878, 266; spring term, 1878, 264; number of students, 1876-7, 340, number of students, 1877-8, 408.

Such an increase in times like the present is gratifying to us, while we are conscious of many imperfections in our plans, some made necessary by the defective early training of our students, and some by our own inability to execute these plans, we are still certain that our labors have been nearly crowned with success quite as large and as near to just expectations as falls to the lot of a new enterprise. The people appear to have appreciated our labors, and they certainly have patronized us liberally in the two directions of sending scholars to our halls, and of employing those who have gone from us with a desire to teach. We are profoundly grateful for those evidences of favor, and are conscious of no motives except desire to advance the cause of education among the people. For this we have devoted every energy, if not always in the wisest manner, at least in an earnest and conscientious spirit, and with a determination to be honest and faithful in the discharge of every high duty committed to us by the trustees and people of the state.

Permit me, honored sir, to express to you the thanks of myself and my co-laborers in this university, for the many tokens of your appreciation of our work, and for your cordial sympathy with us in our efforts to elevate the standard of the public schools.

I remain, sir, with esteem, your servant,

ROBERT ALLYN,

*Principal.*

## STATE HISTORICAL LIBRARY AND NATURAL HISTORY MUSEUM.

The General Assembly two years ago passed an act, approved May 25th, 1877, for the establishment of the state historical library and history museum and the act also provided that the Illinois Museum of Natural History at Normal should be changed into a state laboratory of natural history. The law also placed the management of the museum under a board of trustees, consisting of the Governor, Secretary of State and Superintendent of Public Instruction. The board of trustees met soon after the law came into effect, and appointed Prof. A. H. Worthen as Curator. The museum is placed by law in the west

wing of the state house, and the collections made during the progress of the geological survey, are made the basis of this department.

The curator placed on exhibition in the Museum a complete series of all the specimens on hand, properly classified, labeled and arranged in such a manner, as to preserve them effectually, and at the same time open for study and inspection. Exchanges are constantly being made with other states and with private individuals interested in this important and useful work. Additional cases for the proper exhibit of the specimens already on hand are very much needed. The specimens of fossils and shells are largely hid away in drawers instead of being in suitable cases where they can be seen and studied. There are now placed in the cases of the Museum, 2,383 species of fossils, 1,300 native birds, and nearly a complete series of the woods of the State, besides fishes, plants, etc. The following extract from the report of the curator to the Secretary of State gives an account of what has been done, and what is still required to make the Museum what it should be, to be worthy of a great State like Illinois:

"A system of exchanges has also been instituted for enlarging and perfecting the museum in its various departments, and about 1600 species of marine shells, and a complete series of the rocks of New Hampshire and New York have already been secured. These additions have been placed temporarily in drawers, until the cases necessary for their display can be provided.

There are now displayed in the cases of the museum 2,383 species of fossils, 1,300 native birds, and a nearly complete series of the native woods of the state. A complete series of the fishes of Illinois is now in course of preparation at the state laboratory at Normal, as well as a full series of botanical specimens from the extensive herbarium of Dr. Geo. Vasey, which he generously donated to the state, both of which will shortly be placed on exhibition, together with a series of the fresh water and land shells of the northwest.

The cases for the reception of the specimens were none of them finished until the latter part of January last, and the amount of material prepared for exhibition and placed in the cases of the museum since that time is a favorable indication of its future success.

The birds, fishes and plants, together with a series of the land and freshwater shells of the state, have been furnished by the state laboratory of natural history under the direction of Prof. Forbes, and whatever is necessary to a complete representation of the zoology and botany of the state may hereafter be obtained from that institution, and a large series of alcoholic specimens now on hand there we have been unable to receive for want of means to defray the cost of jars and alcohol.

The museum, even in its present incomplete state, forms one of the most attractive as well as instructive features of the state capitol, and with proper encouragement will soon become such a school of science as can be found nowhere else in the western states, and may ultimately be made the compeer of many of the eastern institutions that have been in existence for more than half a century.

Every specimen placed on exhibition conveys its lessons to those who desire instruction in natural history, and a properly arranged museum becomes a most effective primary school of science, capable of exerting a most beneficent effect upon the coming generations.

The present needs of the museum are the additional cases required to complete the furnishing of the rooms in accordance with the original plans, and an additional appropriation for two years of two or three thousand dollars per annum, in addition to the salary of the curator, for the purchase and mounting of zoological specimens, that are only obtained from foreign countries, and to defray the usual incidental expenses of the museum. To become a complete school in natural history, it should contain representative forms of animal life from various quarters of the globe, the birds and mammals from the tropical and frigid, as well as those from the temperate zone, and these can be obtained more economically by direct purchase than by sending collectors abroad to obtain them. Even the mammals formerly indigenous to our own state are no longer to be obtained here, and can only be procured now by purchase, or by collections made at distant localities.

Rare tropical birds, such for example as the bird of paradise, cost from fifteen to twenty-five dollars each before they are mounted, and smaller birds from the same region in proportion, but no museum is complete without them; and they not only form most attractive objects in the cases of a museum, but an acquaintance with their forms is absolutely necessary for those who desire to perfect themselves in the department of ornithology.

All the additional specimens that will be required to perfect the collection in the departments of geology, mineralogy and conchology, can be readily obtained in exchange for the duplicate minerals and fossils now on hand from the accumulations of the geological survey, and the means to employ a competent assistant for one year, to enable the curator to put this mass of material in proper shape for immediate use, would greatly facilitate the work, and enable him to supply at once such institutions in the state as have not already been supplied with the duplicate specimens they are entitled to by law."

## STATE LABORATORY OF NATURAL HISTORY.

The following is the report of Prof. S. A. Forbes, director of the laboratory of natural history, at Normal. The laboratory is under the control of the state board of education, and under the immediate direction of Prof. Forbes. It is established in the normal university building, and is provided with apparatus and tools for prosecuting scientific investigations. That such a laboratory is of great benefit to the state, cannot be questioned, and that it will receive the attention due it from the general assembly, I do not doubt.

## STATE LABORATORY OF NATURAL HISTORY.

*Hon. S. M. Etter, State Superintendent of Public Instruction:*

SIR:—Since my last report to you, the execution of the purpose which I then expressed, of converting the "Illinois Museum of Natural History" into a biological laboratory for the use of students and scientific men, and for the performance of the botanical and zoological work of the state, has been authorized and directed by law, and has now been fully completed.

By section 9 of an act of the last general assembly, "to establish a State Historical Library and Natural History Museum, to provide for its care and maintenance, and to appropriate moneys therefor, it is directed that the Illinois Museum of Natural History, at Normal, be converted into a State Laboratory of Natural History, at which, under the direction of the curator thereof, the collection, preservation and determination of all zoological and botanical material for said state museum shall be done. It is made a part of the duty of said curator to provide, as soon as possible, a series of specimens illustrating the zoology and botany of the state, to deposit them from time to time in the museum established by this act, and to furnish, as far as practicable, all zoological and botanical material needed by the state educational institutions for the proper performance of their work."

By section 10 of the same act, an appropriation of one thousand dollars per annum was made "for the purpose of increasing the collections in natural history," to be expended by the director of the state laboratory at Normal.

This law for the establishment of a state laboratory and museum, is the practical embodiment of certain principles which it seems worth while to formulate.

1. A general acquaintance with the natural history of the state, and with the aims and methods of scientific work, has a value to the public which far exceeds its cost.

2. This knowledge can only be had through the labors of scientific men, and it can only be brought to bear upon the people at large by being in some way made common property.

3. These labors are in the nature of a public benefit, which cannot be left to private enterprise. The advantage derived from them is so nearly equally distributed that no person or class can properly be called upon to support them in its own special interest.

4. While experience has shown that naturalists need, as a general rule, no other incentive to work than their own interest in science, and are willing to give to the public freely the results of their la-

bors, they cannot, on the other hand, be expected to bear the whole pecuniary burden of their researches, (even if they were able to do so), since no pecuniary reward ordinarily attaches even to the highest success in them. Practically, in this state, at least, to maintain among them any fair degree of productive activity, it is necessary to supply them with such facilities as are beyond the reach of individuals. In other words, a well furnished public laboratory and a good scientific library are essential.

5. As a means of putting the people in possession of scientific knowledge, museums and publications are necessary—each serving similar ends in different ways—the former instructing and arousing even the most ignorant as well as the most cultivated, but chiefly limited in its influence to those who visit it; the latter reaching a more widely diffused, but on the whole, a better educated class. While the museum conveys instruction through the eye, and arouses, by a representative display of the natural history of the state, a popular interest in science which incites to study, and furnishes a basis of support for the higher scientific work, in the popular sympathy and intelligence, the laboratory is needed to provide ways and means by which this cultivated interest may be converted into valuable knowledge and skill, and this, in turn, be bestowed upon the people through the press and the school.

6. The functions of the museum and laboratory are too radically distinct to be successfully performed by one institution. The collections of the former are intended for display—of the latter, for study. The material, furniture, arrangement and general equipment of the two must therefore be essentially different.

7. Much biological work is necessarily required for the benefit of the schools and the state educational institutions; and most of this can evidently be done better, more economically and more to the advantage of science, if operations are so concentrated that one cabinet, library, set of apparatus and men may be made to serve for all, instead of furnishing each institution with a full equipment of its own.

8. Biological questions of public interest, and even of great economical importance, frequently arise, for the solution of which there should be means always at hand. It would seem that for this reason alone, if for no other, a biological laboratory should be maintained.

#### REORGANIZATION OF LABORATORY.

At the next meeting of the state board of education, after the passage of the act, directions were given for the necessary refurnishing and reorganization of the rooms and collections, the title of the museum was changed to the "Illinois State Laboratory of Natural History," and sufficient appropriations were made to carry out the directions of the law in a liberal way. About two-thirds of the room was cleared of cases, those remaining were adapted to the systematic arrangement of specimens, without reference to their display, and the space vacated was filled with the work tables and large cases of drawers to be hereafter described. Further details of the changes made will be found under their appropriate heads.

#### LOCATION.

*The Laboratory occupies a room 98 feet long by 32 feet wide, on the third floor of the State Normal University, at Normal, Illinois.*

Fifteen feet of one end of this room is cut off by a half partition for a library and office. An abundance of light is given by sixteen windows, and the room is heated by steam and thoroughly ventilated.

#### FURNITURE.

The west side of the room is occupied by wall cases, the upper part of which contain 596 square feet of shelving, for alcoholic specimens, enclosed behind glass doors; the lower part 432 drawers, giving 750 square feet of surface, one-half dust-tight and provided with glass covers, for insects; the other open, for herbarium specimens.

Opposite these are two high alcove cases, one-half of which are left without shelving, for skeletons and mounted groups, while the other half, intended for duplicates, contains 965 square feet of shelving.

In the south half of the middle of the room are three twelve-foot cases, containing 440 drawers, closing dust-tight, affording 1,050 square feet of surface and locked by fifteen locks. These drawers are of various depths, from one and a half to seven inches, but so constructed as to be entirely interchangeable, any draw fitting anywhere in the case. Between these cases are five tables for work in botany and conchology.

The remainder of the room is occupied by an aquarium table (with sink and running water) twelve feet by three, two microscope tables, each six feet by three, one low, for work while sitting, the other high, for standing work, and eighteen tables four feet by two, arranged in sets of three, one set each for entomology, alcoholic specimens, plaster casting, taxidermy, osteology and dissecting. The high microscope table contains forty-eight drawers of different depths, affording ninety-eight square feet of surface. The tables are of various kinds in each set, and each is provided with the tools and materials proper to the work for which it is intended. Small tables (with drawers) for the laboratory microscopes are placed before the windows. The shelf-room in the laboratory consequently amounts to 1,561 square feet, and the drawer-room exclusive of the work tables, to 1,898 square feet.

The library contains the usual book-cases, and tables, with drawers, for cards, catalogues, stationery, etc.

At the ends of the room are diagram cases, and cupboards for tools and materials. Two closets afford storage room for collecting apparatus, packing boxes, and the like.

#### COLLECTIONS.

The herbarium is unusually rich in Illinois specimens, the collections of named cryptogams being, in the present state of botanical science, especially worthy of notice. The collections of birds, fishes, insects and crustaceans, are also very full. The following table will convey a correct general idea of their size and scope:

## TABLE OF ILLINOIS SPECIES IN LABORATORY.

Classes.	Species occurring in the State.	Illino speci in th collect
<b>PLANTS:—</b>		
Phænogams.....	1,376	1
Ferns.....	36	
Mosses.....	170	
Liverworts.....	48	
Lichens.....	217	
Fungi.....		
Miscellaneous.....	14	
<b>ANIMALS:</b>		
Mammals.....		
Birds.....	310	
Turtles.....	13	
Lizards.....	6	
Serpents.....	47	
Amphibians.....	29	
Fishes.....	159	
Mollusks.....		
<b>Insects:—</b>		
Hymenoptera.....		
Lepidoptera.....		
Diptera.....		
Coleoptera.....		
Hemiptera.....		
Orthoptera.....		
Neuroptera.....		
Myriapoda.....	25	
Arachnida.....		
Crustacea.....		
Miscellaneous.....		

## RECAPITULATION.

Phænogam.....	1,287	
Cryptogams.....	1,015	
Total plants.....		
Vertebrates.....	503	
Invertebrates.....	1,903	
Total animals.....		
2 Grand total of Illinois species.....		

A considerable amount of marine material, nearly all in alcohol, amounting, as nearly as it can be estimated, to 3,000 specimens, a good collection of western birds, mammals and plants, and 1,100 sp of fossils and minerals, complete the general features of the collection.

Nearly 500 microscope slides, many of them recently prepared also worthy of mention.

For the general student, the following exhibit of the families of animals represented, will be of interest:

## E OF FAMILIES OF ANIMALS REPRESENTED IN THE LABORATORY COLLECTION.

Classes.	Skeletons.	Skins and other dried specimens.	Alcoholic specimens.
als.....	14	23	10
ibians.....	3	48	8
es.....			16
ks.....	4	7	80
s.....		26	37
oods.....		122	45
nids.....			6
ceans.....		10	41
s.....			25
oderms.....			18
terates.....			7
ss.....		5	2
tal.....	21	304	298

characteristic of the collections is indicated by the fact that all material is prepared and arranged for study. Everything is prepared entire in alcohol where this method of preparation will serve. birds are in the form of skins, in drawers. Nearly all of these mens are named, labeled, catalogued, arranged and indexed. The ogues are on cards, and show the position of each specimen in ases, and give references to specific descriptions in the library.

## LIBRARY.

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contains 485 bound volumes and 345 pamphlets, nearly all care-selected, volume by volume, with reference to the collections.

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## PUBLICATIONS.

second bulletin of the laboratory was issued in June, 1878, containing 92 pages of original contributions to the natural history of tate, and one plate.

e leading papers are a thorough review of the plant lice, by Thomas, state entomologist; of the fishes of the state, by Prof. Jordan; and a study of the food of Illinois fishes, by S. A. ss. A check-list of the cryptogams of Illinois, Messrs. Wolf and is of great value to students of the lower plants.

opies of the bulletin were sent to all Illinois naturalists known to id issued by way of exchange to the leading specialists and soci- of this country and Europe.



The publication of a bulletin of this size once a year will probably provide for all the valuable original work on our local fauna and flora by Illinois naturalists not already otherwise cared for—as no papers have yet been declined for want of space.

#### DISTRIBUTIONS TO SCHOOLS.

An important part of the work of the laboratory is the encouragement and aid of the study of natural history, by the supply of skeleton cabinets of specimens to the public schools, representing the local zoology in outline, and containing especially typical specimens of the lower animals, such as are absolutely necessary to any clear conception of the animal kingdom as a whole, or of the relations of our own familiar animals, to others of the series. Such knowledge, while of little immediate practical value, is of sufficient importance as a matter of general information, and especially as a key to scientific literature and as a powerful stimulant to thought, to richly repay the small expense of providing for it.

By using the duplicates of our own collections where these are applicable, and by engaging collectors at a fixed monthly rate for such objects as are not to be had in the way of our own work, we are able to supply these collections at an expense not more than a tenth or even a twentieth part of what they would probably cost the schools if these were left to supply themselves. Considerable material is received in return from the schools, which are always requested to make such contributions as the circumstances will permit. The collection of these return sets, is in itself an exercise of great value, opening up to the pupils a field of intelligent pleasure and profitable employment out of doors, of which even the children of country districts are too often ignorant.

During the present year, such sets of specimens have been furnished to the schools of Oak Park, Cook county; Macomb, McDonough county; Lexington, McLean county; Shelbyville, Carrollton, Kankakee and Sterling.

Larger collections have been sent to the Southern Illinois Normal University and to the Industrial University at Champaign.

About 150 species of Illinois shells are now nearly ready for the former of these institutions, and probably 1,000 species of phænogamous and cryptogamous plants, for the latter.

No appropriation has ever been made for this work, and it has only been possible to carry it forward by saving small amounts from the money assigned to the general work of the laboratory. It is proposed to furnish to the state educational institutions such fresh material for work of the classes in zoology and botany and kindred branches, as cannot be obtained conveniently in the immediate neighborhood. The law apparently requires this, and it is therefore to be supposed that the necessary additional funds will be granted.

#### WORK FOR THE STATE MUSEUM.

Besides the supply of the series of duplicates to the State Museum required by law, collections of birds, fishes, mollusks, insects and

E OF FAMILIES OF ANIMALS REPRESENTED IN THE LABORATORY COLLECTION.

Classes.	Skeletons.	Skins and other dried specimens.	Alcoholic specimens.
als.....	14	23	10
bians.....	3	48	8
s.....			18
ks.....	4	7	80
ods.....		26	37
ids.....		122	45
beans.....			6
derms.....			5
erates.....			41
s.....		10	25
al.....			16
			7
		5	2
	21	304	298

characteristic of the collections is indicated by the fact that all material is prepared and arranged for study. Everything is pre-entire in alcohol where this method of preparation will serve. Birds are in the form of skins, in drawers. Nearly all of these men are named, labeled, catalogued, arranged and indexed. The names are on cards, and show the position of each specimen in cases, and give references to specific descriptions in the library.

#### LIBRARY.

A special appropriation has ever been made for the library of the university—an omission which it is hoped may be speedily supplied.

The library contains 485 bound volumes and 345 pamphlets, nearly all carefully selected, volume by volume, with reference to the collections.

The most pressing need of the institution at present is a better library. Indeed this is indispensable to an efficient use of the collections.

#### PUBLICATIONS.

The second bulletin of the laboratory was issued in June, 1878, containing 92 pages of original contributions to the natural history of the state, and one plate.

The leading papers are a thorough review of the plant lice, by Thomas, state entomologist; of the fishes of the state, by Prof. Jordan; and a study of the food of Illinois fishes, by S. A. Hensley. A check-list of the cryptogams of Illinois, Messrs. Wolf and Hensley is of great value to students of the lower plants.

Copies of the bulletin were sent to all Illinois naturalists known to the university and issued by way of exchange to the leading specialists and sociologists of this country and Europe.

intended, chiefly for teachers and specialists, of which from twenty five to fifty are convened at each summer.

The session of the present year was in every respect a satisfactory one, and these schools may be regarded as fixed upon a reasonably permanent basis.

#### FINANCIAL.

The funds of the institution have hitherto been derived from appropriations made by the state board of education from the moneys appropriated to the state normal university, sums of from \$1,000 to \$1,500 per annum for the museum having always been included in the estimates for the university. Considering the change in the relations of the laboratory worked by the law of the last general assembly, it has not been thought proper longer to include the appropriations for the laboratory in those for the normal university, and estimates for an independent appropriation will therefore be submitted.

The expense of refurnishing the rooms was also partly borne by the board of education, from the general fund for repairs.

Very respectfully yours,

S. A. FORBES,  
*Director of Laboratory.*

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#### REPORT OF THE SOLDIERS' ORPHANS' HOME.

*To the Hon. S. M. Etter, Superintendent of Public Instruction:*

I have the honor of presenting to you the following report of the school of the Soldiers' Orphans' Home, for the two years commencing October 1st, 1876, and ending September 30th, 1878.

At the time my report commences there were employed in the schools five teachers, but owing to the crowded condition of the schools and the great number of very small children in the Home, at the beginning of the last school year it was thought advisable to open a kindergarten department. This school opened the 11th of November, 1877, and under the management of Miss Florence Ohr is progressing in a very satisfactory manner.

There are at present employed six teachers, all of whom have had one or more year's experience in teaching, and are doing good and efficient work in their respective departments.

In accordance with a recommendation of Dr. White, the Home physician, the study of calisthenics has been introduced into our school this year, and Miss Ethel Ohr appointed instructress in that science.

Cryptogamous plants have been made for it during the past year and half. The time and labor involved in the reorganization and refurnishing of the laboratory hindered operations during the first season. To improve this time as fully as possible, a contract for a series of pressed birds of the state was made with Mr. C. K. Worthen, who has secured no energy and skill in accumulating as full a series of handsomely mounted birds as the time would permit. A good beginning has been made in the way of preparing a series of painted casts of the fishes of the state for display. The moulds and painted sketches were made in the field, (chiefly at Peoria and Henry, on the Illinois river, and South Chicago, on Lake Michigan)—the former by Mr. W. H. Harman, my assistant in the laboratory; the latter by Prof. Peter Baumgras, of the Illinois Industrial University. The casts were then made in the laboratory and sent to Prof. Baumgras for coloring—his duties at the Industrial University forbidding his coming to the laboratory to do the work. The result is a most beautiful and lifelike series of specimens, a credit to the gentlemen who have prepared them, and very attractive and useful addition to the museum exhibit.

A collection of about 800 species of cryptogamous plants gathered during the past summer is in course of preparation, and will be ready for shipment before spring. Not far from the same number of phanerogamous plants is also nearly ready for transfer. The alcoholic specimens prepared, have been retained here for lack of funds at the museum to provide alcohol and jars for their display. For similar reasons none of the insects collected have yet been sent down.

All zoological and botanical material is sent from the laboratory to the museum ready for the shelves of the exhibition cases.

#### OPPORTUNITIES FOR STUDENTS' WORK.

The laboratory is at all times open to students, who, for a small fee for incidentals, are allowed to enter for special study of such subjects as each may select. Regular courses in general botany and zoology, and in comparative anatomy, histology and microscopy, are prepared for the especial benefit of teachers and of medical students who may wish a more liberal and thorough preparation for their professional studies, than the ordinary institutions open to them are prepared to furnish. The satisfactory completion of one of these courses, or its equivalent in other work, will entitle the student to a certificate to that fact.

No charge is made for tuition, and the only special expense is a fee of \$3 a term to keep up the stock of materials and tools. Twenty-two students have availed themselves of these advantages during the past year. Doubtless a large number may be expected hereafter, as the nature of the very unusual opportunity afforded is better understood.

#### SUMMER SCHOOLS OF SCIENCE.

Vacation classes are organized each year for systematic field and laboratory work, and have thus far met with good success. They are

intended, chiefly for teachers and specialists, of which from twenty-five to fifty are convened at each summer.

The session of the present year was in every respect a satisfactory one, and these schools may be regarded as fixed upon a reasonably permanent basis.

#### FINANCIAL.

The funds of the institution have hitherto been derived from appropriations made by the state board of education from the moneys appropriated to the state normal university, sums of from \$1,000 to \$1,500 per annum for the museum having always been included in the estimates for the university. Considering the change in the relations of the laboratory worked by the law of the last general assembly, it has not been thought proper longer to include the appropriations for the laboratory in those for the normal university, and estimates for an independent appropriation will therefore be submitted.

The expense of refurnishing the rooms was also partly borne by the board of education, from the general fund for repairs.

Very respectfully yours,

S. A. FORBES,  
*Director of Laboratory.*

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There are at present employed six teachers, all of whom have had one or more year's experience in teaching, and are doing good and efficient work in their respective departments.

In accordance with a recommendation of Dr. White, the Home physician, the study of calisthenics has been introduced into our school this year, and Miss Ethel Ohr appointed instructress in that science.

## REPORT OF THE INSTITUTION FOR THE DEAF AND DUMB.

The institution for the Education of the Deaf and Dumb has during the last two years quietly yet effectively prosecuted its operative work.

The departments of instruction in this institution are four-fold. The literary, or department where the idiom of the English language is taught. Articulation, where many of the pupils are taught vocal utterance. Industrial, where many of them are taught printing, cabinet-making, wood-turning, baking, shoe-making and sewing; and art, in which drawing and crayon-sketching and oil-painting, are taught.

In the literary department there are twenty classes, having fifty-eight recitations. In the articulation department there are sixteen classes, and in the art department, there are seventeen classes, each having one recitation daily. These together make ninety-one recitations daily, beside the instruction imparted in the industrial department.

In his late report to the Trustees, closing September 30th, 1878, the superintendent says:

## REPORT OF THE SUPERINTENDENT.

*To the Board of Trustees of the Illinois Institution for the Education of the Deaf and Dumb:*

SIRS: The prosperity bestowed upon your institution by a kind Providence for so many years, has continued during the biennium just expiring. Good health, with comparatively little interruption, has been enjoyed by both officers and pupils. The former have, by zeal and assiduous effort in their respective spheres of duty, endeavored to improve to the best advantage possible, the facilities for their work, so bounteously provided by the generous impulses of a philanthropic people and a wise government. The latter have made encouraging progress in their studies, and in the main have shown an appreciation of the great advantages supplied them, through the beneficence of the general assembly; and I am happy to commend them to your approbation. They might have done better than they have, in many instances, but in consideration of their youth, and the buoyancy of their young spirits, I am more disposed to rejoice in what they have done, than to complain of what they have omitted to do.

The roster of pupils during the last two years shows that there were at the date of the last biennial report—

Remaining on the rolls, September 30, 1876.....	405	
Admitted to September 30, 1877.....	87	
		492
Graduated and discharged to September 30, 1877.....		8
Remaining on rolls, September 30, 1877.....	484	
Admitted to September 30, 1878.....	68	
		552
Graduated and discharged.....		36
Remaining on the rolls, September 30, 1878.....	516	

The following table will give some additional statistics:

Total cost of schools for entire period.....	\$4,200 00
Cost per pupil.....	23 1/2
Whole number of pupils enrolled September 30, 1878.....	200
Number under six years old.....	10
"    between the ages of six and twelve years.....	20
"    over the age of twelve years.....	10
Average age of all the pupils.....	9 years and 8 months
Number of hours per day spent in school.....	5 1/2
"    counties in the state represented.....	10

In regard to the average attendance being so low, I would say that a great deal of the absence was caused by pupils being out on account of sore eyes; and the larger boys being kept out to work on the farm during the fall and spring terms; the number of days lost during the last school year being 464 for work, and 951 in the hospital.

The studies pursued are reading, orthography, writing, arithmetic, geography, history of the United States, language and vocal music.

The text books used are Edwards' and Monroe's readers, Edwards' Analytical speller, Robinson's and Felter's arithmetics, Cornell's and Swinton's geographies, Payson, Dunton and Scribner's writing books, Swinton's United States history. For language, Green's Introduction, and for music, Mrs. J. E. Humphrey's method.

The pupils are as studious and attentive as the average pupils of the same age, and in advancement will compare very favorably with the same grades in the public schools. Those who remain a sufficient length of time to complete the course prescribed are able to pass very creditable examinations in the branches pursued.

Judging from occasional visits to other schools of the same grade in this vicinity I think I can safely say the discipline is better than in most public schools. This, I think, is in a great measure owing to the good discipline exercised by the Superintendent of the Home, and to her hearty co-operation with myself and faithful assistants in securing good order and correct deportment both in school and upon the play grounds.

It is to be hoped the children will improve the advantages they now enjoy and reward the supporters and directors of the Soldiers' Orphans' Home by becoming good citizens and honorable men and women; and that the State of Illinois will never have cause to regret the money spent in caring for the orphans of those who gave up their lives for their country.

Respectfully submitted,

SUE J. REID,

*Superintendent of Schools.*

TABLE SHOWING ADMISSION, ATTENDANCE, ETC.—*Concluded.*

COUNTIES.	FIRST YEAR. Oct. 1st, 1876, to Sept. 30, 1877.							SECOND YEAR. Oct. 1st, 1877, to Sept. 30, 1878.						
	Attend- ance.		Admis- sions.		Dis- charges		Days board	Attend- ance.		Admis- sions.		Dis- charges		Days board
	M.	F.	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	
Mercer.....	1	...	1	...	...	...	13	1	...	...	...	...	...	268
Monroe.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Montgomery.....	3	3	...	1	...	...	1392	3	2	1	...	...	...	1086
Morgan.....	5	9	...	1	...	...	3091	8	9	...	1	...	...	2052
Moultrie.....	5	2	...	1	...	...	1954	6	2	1	...	...	...	1890
Ogle.....	1	2	...	2	...	1	856	2	3	...	...	...	...	1198
Peoria.....	4	5	1	1	...	...	2145	3	5	...	1	1	1	1890
Perry.....	1	...	...	...	...	...	281	1	...	...	...	...	...	268
Piatt.....	...	1	...	...	...	...	13	...	2	...	...	...	...	395
Pike.....	3	1	...	...	...	...	1085	4	1	1	...	...	...	1086
Pope.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pulaski.....	...	...	...	...	...	...	...	1	...	1	...	...	...	14
Putnam.....	1	...	...	...	...	...	13	1	...	...	...	1	...	268
Randolph.....	2	1	...	...	...	...	830	1	2	...	...	...	...	550
Richland.....	1	2	...	...	...	...	575	1	4	...	1	...	...	1086
Rock Island.....	2	3	1	1	...	...	843	1	3	...	...	...	...	804
Saline.....	1	...	...	...	...	...	268	...	...	...	...	...	...	...
Sangamon.....	5	5	2	...	...	2	1619	5	4	...	...	...	...	2211
Schuyler.....	1	1	...	...	...	...	562	1	1	...	...	...	...	546
Scott.....	1	1	...	1	...	...	294	1	1	...	...	...	...	546
Shelby.....	1	2	...	...	...	...	843	1	2	...	...	...	...	804
Stark.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. Clair.....	9	1	3	1	...	...	2274	10	1	1	...	...	...	2684
Stephenson.....	1	3	...	1	...	...	843	1	2	...	...	...	...	804
Tazewell.....	5	2	1	...	...	...	1964	6	2	1	1	...	...	1636
Union.....	1	1	...	1	...	...	536	...	1	...	...	...	...	268
Vermillion.....	1	4	...	...	1	1	1124	1	4	...	1	...	...	1330
Wabash.....	...	1	...	...	...	...	281	...	1	...	...	...	...	247
Warren.....	3	2	...	1	...	...	1389	3	2	1	...	...	...	1076
Washington.....	1	...	...	...	...	...	13	1	...	...	...	...	...	263
Wayne.....	3	...	2	...	...	...	39	3	...	...	...	...	...	804
White.....	...	...	...	...	...	...	...	...	...	...	...	...	...	1368
Whiteside.....	3	2	...	...	...	...	1410	4	3	1	1	...	...	3234
Will.....	6	8	...	1	...	1	3348	8	6	2	1	...	1	1340
Williamson.....	3	3	2	1	...	...	1137	3	2	...	...	...	...	871
Winnebago.....	4	1	...	...	...	...	1024	3	1	...	...	1	1	750
Woodford.....	1	2	...	...	...	...	572	2	3	...	1	1	...	817

The monthly average attendance during the two years under review has been as follows:

## AVERAGE ATTENDANCE.

	October 1, 1876, to September 30, 1877			October 1, 1877, to September 30, 1878		
	Male	Fem.	Total	Male	Fem.	Total
October.....	193	142	335	228	178	406
November.....	201	149	350	235	181	416
December.....	205	152	357	235	182	417
January.....	205	154	359	231	181	412
February.....	206	154	360	231	183	414
March.....	207	155	362	230	183	413
April.....	207	156	363	231	183	414
May.....	207	154	361	231	183	414
June to 14th.....	207	154	361	231	181	412
June 15th to 30th.....	...	2	2	...	...	...
July.....	...	1	1	...	...	...
August.....	...	1	1	...	1	1
September to 17th.....	1	1	2	...	2	2
September 18th to 30th.....	208	157	365	202	164	366

The average attendance during the time of school was, the first year, males 235, females 183, total 358; and the second year, males 233, females 180, total 403.



The attendance, admissions and discharges, by county distribution, together with the number of days board furnished to pupils from the several counties, are shown in the following table, for the two years ending September 30, 1877, and September 30, 1878:

TABLE SHOWING ADMISSION, ATTENDANCE AND DISCHARGE OF PUPILS.

COUNTIES.	FIRST YEAR. Oct. 1st, 1876, to Sept. 30, 1877.					SECOND YEAR. Oct. 1st, 1877, to Sept. 30, 1878.						
	Attend- ance.		Admis- sions.		Dis- charges	Days board	Attend- ance.		Admis- sions.		Dis- charge.	Days board
	M.	F.	M.	F.			M.	F.	M.	F.		
Adams.....	3	6	2	1	1	1,181	4	5	1	1	1,636	
Alexander.....		2				549		1			536	
Bond.....		2		1		26		2				
Boone.....												
Brown.....	2	1				890	1	3		1	1,076	
Bureau.....	2	2				813	3	2	1	1	1,072	
Calhoun.....									1			
Carroll.....	1	2				753	1	2			818	
Cass.....		3		1	1	562	1	3		1	550	
Champaign.....	6	3	1			1,512	5	4	1	2	1,874	
Christian.....	1		1			26	2	3	1	2	1,086	
Clark.....	1					856	5		1		1,086	
Clay.....		3				575	1	2			804	
Clinton.....	1			1		284	1	1			536	
Coles.....	5	3	1			1,967	5	3			2,144	
Cook.....	53	22	8	1		17,855	66	22	6	1	22,136	
Crawford.....	2	3				1,150	2	5			1,612	
Cumberland.....							1		1		268	
DeKalb.....	1	4				856	2	4		1	1,072	
DeWitt.....	3	1				843	2	1		1	804	
Douglas.....	1	2	1	1		562		3			536	
DuPage.....	1	1				549	1	1	1		395	
Edgar.....	3	2				856	2	4			1,179	
Edwards.....	1		1			13	2				282	
Effingham.....	2					570	2			1	536	
Fayette.....		1				294		2			536	
Ford.....	1	5		3		1,133	2	5			1,876	
Franklin.....	1	1				562	1	1			536	
Fulton.....	5	3	1			2,054	6	3	2		1,890	
Gallatin.....												
Greene.....		1		1		150						
Grundy.....	1	5		1		1,084	1	5			1,096	
Hamilton.....												
Hancock.....	10	1	1			2,784	3	1		1	2,144	
Hardin.....												
Henderson.....												
Henry.....	8	5	2	1		2,274	8	4		1	2,942	
Iroquois.....	2					549	4		2	2	534	
Jackson.....	2					549	2				536	
Jasper.....	2		1			549	1		1		268	
Jefferson.....							1	1			167	
Jersey.....	1					281	1	1	1		281	
JoDavieess.....	2		1			549	3		1		550	
Johnson.....												
Kane.....	6	8		2		2,328	8	8	2	2	3,880	
Kankakee.....	3	2	3			856	3	2			1,072	
Kendall.....												
Knox.....	1	2				817	1	3	2		564	
Lake.....	1	1		1		431	1	1			536	
LaSalle.....	10	7		1		3,969	11	8	1	1	4,340	
Lawrence.....	1	1				559	1	1			495	
Lee.....	3	1				1,134	3	1		1	1,072	
Livingston.....	3	1		1		856	4	2	1	1	1,100	
Logan.....		3		1		562		2			546	
Macon.....	2	2	1	1		549	2	1			487	
Macoupin.....	6	3	1			1,941	3	3	1		1,608	
Madison.....	1	3	2	2		869	6	4	3	2	1,643	
Marion.....							1	1			137	
Marshall.....	1	1				536	1			1	207	
Mason.....	1	1				549		1		1	263	
Massac.....												
McDonough.....	8	6	2	1		3,271	7	8	2	1	3,498	
McHenry.....	3	2	2	2		869	3	2		1	1,330	
McLean.....	4	1	1	1		1,137	6	3	1	1	1,195	
Menard.....		1		1		26		2			384	

TABLE SHOWING ADMISSION, ATTENDANCE, ETC.—*Concluded.*

COUNTIES.	FIRST YEAR. Oct. 1st, 1876, to Sept. 30, 1877.								SECOND YEAR. Oct. 1st, 1877, to Sept. 30, 1878.							
	Attend- ance.		Admis- sions.		Dis- charges		Days board		Attend- ance.		Admis- sions.		Dis- charges		Days board	
	M.	F.	M.	F.	M.	F.			M.	F.	M.	F.	M.	F.		
Mercer.....	1		1				13		1							268
Monroe.....																
Montgomery.....	3	3		1			1392		3	2	1					1086
Morgan.....	5	9		1			3091		8	9		1				2952
Moultrie.....	5	2					1954		6	2	1					1890
Ogle.....	1	2		2		1	856		2	3						1198
Peoria.....	4	5	1	1			2145		3	5			1	1	1	1890
Perry.....	1						281		1							268
Piatt.....		1					13			2						395
Pike.....	3	1					1085		4	1	1					1086
Pope.....																
Pulaski.....											1					14
Putnam.....	1						13		1					1		268
Randolph.....	2	1					830		1	2			1			550
Richland.....		2					575		1	4			1			1086
Rock Island.....	2	3	1	1			843		1	3						804
Saline.....	1						268									
Sangamon.....		5	2			2	1619		5	4						2211
Schuyler.....	1	1					562		1	1						546
Scott.....	1	1		1			294		1	1						546
Shelby.....	1	2					843		1	2						804
Stark.....																
St. Clair.....	9	1	3	1			2274		10	1	1					2684
Stephenson.....	1	3		1			843		1	2						804
Tazewell.....	5	2	1				1964		6	2	1	1				1636
Union.....	1	1		1			536			1						268
Vermilion.....	1	4			1	1	1124		1	4			1			1330
Wabash.....		1					281			1						247
Warren.....	3	2		1			1389		3	2	1					1076
Washington.....	1						13									268
Wayne.....	3		2				39		3							804
White.....																1308
Whiteside.....	3	2					1410		4	3	1	1				3234
Will.....	6	8		1		1	3348		8	6	2	1		1		1340
Williamson.....	3	3	2	1			1137		3	2						871
Winnebago.....	4	1	1				1024		3	1				1		750
Woodford.....	1	2					572		2	3			1	1		817

The monthly average attendance during the two years under review has been as follows:

## AVERAGE ATTENDANCE.

	October 1, 1876, to September 30, 1877			October 1, 1877, to September 30, 1878		
	Male	Fem.	Total	Male	Fem.	Total
October.....	193	142	335	228	178	406
November.....	201	149	350	235	181	416
December.....	205	152	357	235	182	417
January.....	205	154	359	231	181	412
February.....	206	154	360	231	183	414
March.....	207	155	362	230	183	413
April.....	207	156	363	231	183	414
May.....	207	154	361	231	183	414
June to 14th.....	207	154	361	231	181	412
June 15th to 30th.....		2	2			
July.....		1	1			
August.....		1	1		1	1
September to 17th.....	1	1	2		2	2
September 18th to 30th.....	208	157	365	202	164	366

The average attendance during the time of school was, the first year, males 205, females 153, total 358; and the second year, males 228, females 180, total 408.

During the last year the cost of maintaining each pupil, furnishing board, tuition, books, medical attendance, washing, lights, fuel, and, in many cases clothing, was, for the first quarter, (\$67.39) sixty-seven dollars and thirty-nine cents; the second quarter (\$48.47) forty-eight dollars and forty-seven cents; the third quarter (\$49.18) forty-nine dollars and eighteen cents; the fourth quarter (\$44.75) forty-four dollars and seventy-five cents. The total *per capita* cost for the year thus being (\$309.79) two hundred and nine dollars and seventy-nine cents. This estimate is based upon the total number present in each quarter. If the average number present was made the divisor it would change the result very little in the first and second quarters, and somewhat more in the third, very greatly in the fourth, since part of the third and most of the fourth quarters are included in the annual vacations.

It may be well to consider that of the aggregate expenditures on account of the Institution, amounting to (\$87,774.33) eighty-seven thousand seven hundred and seventy-four dollars and thirty-three cents, that (\$8,240.04) eight thousand two hundred and forty dollars and four cents have been for material sold and labor performed by inmates of the Institution, so that the actual outlay was but (\$79,534.29) seventy-nine thousand five hundred and thirty-four dollars and twenty-nine cents. The average attendance this year was, as shown in the foregoing table, (408) four hundred and eight pupils. So that the true *per capita* cost to the state has been (\$194.93) one hundred and ninety-four dollars and ninety-three cents.

It is perhaps not becoming that I should express any gratification at these figures in consequence of my participation in the expenditures made, but you will pardon me for inviting your attention to a comparison of the figures in the following table, which shows the cost of support of all the institutions in the United States for the year 1877, and the number of pupils in each on the first day of December, 1877, and the average cost of each pupil in each institution:

TABLE OF COMPARISONS.

INSTITUTIONS.	No. Pupils Dec. 1, 1877.	Expenses 1877.	Cost per capita.
Alabama.....	40	\$13,000 00	\$325 00
American Asylum, Hartford, Conn.....	212	52,532 00	247 79
Arkansas Institution.....	42	10,000 00	238 09
Clark Institute, Mass.....	72	23,021 00	319 73
Colorado Institution.....	25	7,144 00	285 76
California.....	78	41,000 00	525 64
Central New York.....	108	24,483 00	225 50
Columbia Institute, Washington, D. C.....	123	53,292 00	430 81
Georgia*.....	68	12,000 00	176 46
Illinois.....	417	79,534 29	190 84
Indiana.....	320	69,595 00	217 48
Iowa.....	99	34,000 00	345 43
Kansas.....	83	16,000 00	192 71
Kentucky.....	82	18,158 00	221 45
Maryland.....	90	27,000 00	300 00
Minnesota.....	92	28,000 00	304 34
Missouri.....	183	37,632 20	205 63
Michigan.....	205	48,204 13	235 14
Mississippi.....	39	11,000 00	282 05
Nebraska.....	40	12,394 00	304 85
New York.....	490	139,592 00	284 88
North Carolina.....	137	42,000 00	306 50
Ohio.....	438	84,299 00	192 46
Pennsylvania.....	326	78,400 00	240 49
South Carolina.....	32	6,163 00	390 73
Tennessee.....	98	25,320 00	258 23
Texas.....	56	13,143 00	234 69
Virginia.....	87	34,136 00	392 48
West Virginia.....	59	26,431 00	397 13
Western New York.....	87	17,424 00	200 50
Wisconsin.....	142	31,500 00	218 31

\* The year previous the attendance in the Georgia institution was (36) thirty-six, the expense of support was \$16,500, and the *per capita* cost was \$458.33.

The foregoing table is made up of statements furnished by the principal officer of each of the institutions, and are believed in each case to be correct and reliable. It is but just to remark that the California, Alabama, Minnesota and Michigan institutions have each a blind department with a few pupils, which would somewhat reduce their *per capita* cost. While the cost in this institution is not the lowest yet it is very nearly as low as any, and comprises instruction probably more diversified than any of the others, except the Columbia Institution, which also includes a college for deaf-mutes.

A comparison of relative expenditures may be made with institutions nearer home. There are in the city of Jacksonville three boarding schools for young ladies and a college for young men, and also one in the city of Springfield for young ladies. In one of these the expense of board, tuition, lights, fuel, washing, and instruction in drawing, and one modern language, is (\$295) two hundred and ninety-five dollars; in another (\$355) three hundred and twenty-five dollars; in another (\$290) two hundred and ninety dollars; in another (\$238) two hundred and thirty-six dollars; and in another (\$304) three hundred

The places of their nativity, as far as learned, are—

Illinois	590	Kansas	1
Ohio	64	Louisiana	1
Indiana	56	New Hampshire	1
Missouri	35	Maryland	2
New York	35	Delaware	1
Pennsylvania	36	North Carolina	1
Kentucky	13	Texas	1
Iowa	12	Germany	18
Tennessee	10	Sweden	17
Virginia	8	England	17
Wisconsin	8	Canada	12
Vermont	5	Ireland	7
Michigan	6	Scotland	7
New Jersey	3	France	3
Georgia	3	Island of Madeira	2
Massachusetts	4	Poland	2
Arkansas	2	Prussia	2
Rhode Island	2	Switzerland	1
Alabama	2	Russia	1
Maine	1	Wales	1
Minnesota	1	Australia	1
Nebraska	1	Isle of Man	1

The causes of their deafness have, as far as information at command extends, been—

Congenital	384	Gradual decadence of hearing—no cause known	3
Scarlet fever	94	Sunstroke	3
Spotted fever	104	Cholera	1
Sickness, not designated	60	Fright	1
Brain fever	58	Teething	1
Inflammation of brain	29	Scaldhead	1
Fever	49	Congestive fever	1
Cold	31	Rickets	1
Typhoid fever	31	Worm fever	1
A fall	21	Apoplexy	1
Measles	23	Small pox	2
Spasms	17	Chicken pox	1
Whooping cough	19	Cramps	1
Congestion of brain	10	Disease of throat and ears	1
Hydrocephalus	10	Disease of kidneys	1
Winter fever	8	Congestion	1
Bilious fever	8	Drowning	1
Use of quinine	9	Jaundice	1
Gathering in head	13	Worms	1
Scrofula	8	Inflammation of bowels	1
Nervous fever	6	Pernicious fever	1
Erysipelas	6	Palsy	1
Pneumonia	6	Scald	1
Congestive chill	6	Sea-sickness	1
Mumps	6	Swelling in throat	1
Ague	5	Cold plague	1
Diphtheria	8	Paralysis	2
Spinal disease	3	Sprain of neck	1
Sore ears	5	Lung fever	3
Inflammation	2	Canker	1
Cholera infantum	2	Vaccination	1
Congestion of spine	2		

The ages at which deafness has occurred after birth, has been—

Under one year of age	111	Between 9 and 10 years	12
Between 1 and 2 years	185	10	6
2	100	11	0
3	41	12	2
4	57	13	2
5	28	14	5
6	30	15	7
7	51	16	8
8	12	17	8
		20	3
		21	

Their residences have been in the following counties:

Adams	50	Cass	8
Alexander	6	Champaign	20
Bond	7	Christian	9
Boone	1	Clark	8
Brown	8	Clay	4
Bureau	14	Clinton	7
Calhoun	8	Coles	3
Carroll	2	Cook	3

They represent eight hundred and forty-four families, of which—

5 families contained	1st cousins
54 families contained	2d "
71 families contained	3d "
812 families contained	4th "

Their deaf-mute relationship was as follows:

7 pupils had father and mother	deaf and
3 pupils had father	" "
1 pupil had father, mother, and one sister	" "
3 pupils had father, mother and one brother	" "
51 pupils had one brother	" "
43 pupils had one sister	" "
37 pupils had one brother and one sister	" "
4 pupils had three sisters	" "
13 pupils had two sisters and one brother	" "
1 pupil had three brothers	" "
16 pupils had two brothers	" "
9 pupils had two sisters	" "
6 pupils had two brothers and one sister	" "
2 pupils had one brother and one cousin	" "
3 pupils had two brothers and one cousin	" "
1 pupil had one brother, one sister and four cousins	" "
1 pupil had one brother, one sister and three cousins	" "
3 pupils had two brothers and three cousins	" "
16 pupils had one cousin	" "
7 pupils had one second cousin	" "
2 pupils had one brother, one sister and one cousin	" "
1 pupil had one brother, one uncle and one aunt	" "
1 pupil had one brother and one second cousin	" "
1 pupil had one sister and one cousin	" "
1 pupil had one sister and four second cousins	" "
2 pupils had two sisters and two second cousins	" "
2 pupils had one brother and three fourth cousins	" "
2 pupils had one third cousin	" "
1 pupil had four second cousins	" "
4 pupils had two second cousins	" "
2 pupils had one brother and two great uncles	" "
2 pupils had one sister and two great uncles	" "
1 pupil had two uncles	" "
1 pupil had two uncles and one aunt	" "
1 pupil had two aunts and one uncle	" "
2 pupils had one aunt	" "
1 pupil had one uncle	" "
2 pupils had two great aunts	" "
2 pupils had one grandmother	" "
1 pupil had one grandmother's cousin	" "
3 pupils had one brother	of defective hearing
1 pupil had one sister	" "
1 pupil had mother whose hearing gradually failed	" "
1 pupil had one brother feeble-minded	" "

Seventy-five of them were children of parents of consanguineous origin, as follows:

55 were children of	1st cousins
9 were children of	2d "
7 were children of	3d "
4 were children of	4th "
1 the child of parents who were uncle and niece	
1 the grandchild of first cousins	

In five families having two mutes, the parents were first-cousins.

In five families having three mutes, the parents were first-cousins.

In one family having four mutes, the parents were first-cousins.

In one family having three mutes, the parents were third-cousins.

In two families having two mutes, the parents were second-cousins.

In one family having four mutes, the parents were fourth-cousins.

In one family having three mutes, the parents were fourth-cousins.

The nationality of the pupils who have been here has been ascertained, in some cases and as far as learned, is—

American	800	Polish
German	165	Indian
Irish	113	Negro
English	31	Welsh
Swedish	26	Norwegian
French	13	Russian
Scotch	9	Mexican
Hebrew	8	Italian
Portuguese	4	

"Where Superstition once had made her den"

—expressive of the power of a priesthood, which, though commanding his veneration for their antiquity, will fail to furnish any evidences of present usefulness, except as beautiful mementos of the architectural taste and skill of earlier ages, and as reminders of thankfulness for the escape society has made from an intolerant, exacting and superstitious thralldom. He will search in vain for palatial abodes and magnificent country seats erected for the ease and luxury of royal families, reminding one of "the divinity that doth hedge about a king," while toiling millions plod in the routine of their ancestors, with no expectations of anything better for themselves, and no hope of better things for their children. He will no doubt be surprised at our poverty of extensive barracks affording convenient lounging places for an idle soldiery decked in gay apparel, and pity the people who have not risen to the dignity of "maintaining the balance of power," and who can boast of no lordly estates entailed by primogeniture from remote ancestors, with imposing edifices, enormous deer-parks, salaried game-keepers, and retinues of liveried servants.

In all these his land surpasses ours, but should he, with the great expenditures which there pamper patrician classes, search for some evidences of governmental interest in classes of people upon whom has supervened some terrible infirmity, albeit through no fault of their own, he will be constrained to join with one of England's poets, when he sings

"Alas for the rarity  
Of christian charity  
Under the sun."

This neglect of European governments to provide for the necessities of those classes who need their fostering care the most, has thrown upon private charity the burden of making this needed provision. In the prosecution of this work by means of "voluntary contribution," there are instances of genuine and admirable devotion to philanthropy, which do honor to individual heads and hearts; but private charity can never accomplish the thorough and systematic work that is demanded by such great numbers of unfortunates.

During the last summer, while our school was in vacation, I had the privilege of visiting a number of institutions for the deaf and dumb in Europe—and I would now take occasion to make grateful acknowledgements of the courtesy with which I was uniformly received. I met marked instances of faithful and efficient devotion to the cause. The same difficulties were seen to exist with them as with us. Much the same means were used to overcome these difficulties as we are accustomed to apply in our American institutions. Much the same results are attained. I trust that my observations were not without profitable suggestions. It was a remark frequently made by laborers in this enterprise, that our American institutions were already in advance of the European. I should be very sorry to draw invidious comparisons, after the kind attention I received, but at the time I was not able to deny the correctness of the statement, and upon more deliberate reflection, am more fully convinced of its correctness. It is no fault of the managers of European institutions, that they have not reached their proper efficiency. In consideration of the meagreness of the appliances furnished them, they certainly succeeded well. Such teaching talent as is imperatively demanded by the public sentiment of our country, those institutions, for want of means, are unable to secure and retain, though the presiding officers are, almost without exception, enthusiastic and capable.

There is good reason to hope that a better state of affairs in deaf-mute instruction will shortly be inaugurated in English institutions for the deaf and dumb, as a number of talented and resolute gentlemen have directed their energies to the founding of a college where teachers shall be specially fitted and trained for this difficult work. It may also transpire that they will be able to awaken in their government an interest in this enterprise.

In former reports allusion has frequently been made to the growing magnitude of the institution, consequent upon the increasing number of applications for the admission of pupils. As a knowledge of the institution has extended throughout the state the confidence of parents and other friends of deaf-mute children has prevailed more and more, and there has been not only a growing willingness to entrust these unfortunates to the institution, but an increasing pertinacity to admit them in years quite too tender to be removed from maternal care. The average age of pupils at this school has been changing quite rapidly of late years. The superintendent of the institution remembers when it was quite difficult to induce parents to entrust their children to his care as young as ten years of age, which was then thought to be the earliest period when a deaf child should be taken from home and placed at school among strangers. Latterly, in many instances, it is quite as difficult to make parents of deaf children see that it is wise to retain them at home till they are over eight or nine years of age. This growing favor with which the institution is regarded is not only bringing pupils younger, but is also bringing them in larger numbers. Within the year just closing there have been sixty-eight new admissions, and for the two years just closing the new admissions have been one hundred and fifty-five. The admission of pupils at an earlier age than formerly will result in their longer continuance in school, and we hope also in their better regularity of attendance, as well as thoroughness of education. This fact also increases the number in actual attendance. There are now remaining on our rolls five hundred and sixteen pupils, all of whom ought to be at school. There are still others for whose admission request has been made, and yet others there are of whom intelligence has reached us, who should now be under instruction. It would be within the actual number to estimate that there are within the state six hundred deaf and dumb children who should now be at school. It is not to be expected that there will be in all their families such an exemption from sickness and reverse of fortune, that they can ever be all of them at school at the same time. About 12 per cent. of our enrollment for many years have, through sickness at their homes, and disappointments in business affairs, been kept out of school. I think

that for such hindrances, with the addition of an occasional unwillingness to allow the child to leave home, about twenty per cent. of the whole number will constantly be absent from the school. Reckoning upon these hypotheses, it is reasonable to expect constant attendance of four hundred and eighty pupils.

What shall be done to meet this emergency is a question now pressing itself for solution. Shall the numbers now in this institution be still further augmented, or shall another institution be erected, and part of the pupils now here be transferred to it? The latter, upon what basis shall the division be made? Three ways suggest themselves, by advancement, by sex, or by geographical lines. Obviously the last of these would be the most practicable method, since the first would involve a perpetual expense of transporting pupils back and forth between the two institutions, and the second would deprive both schools of the advantage of association with the opposite sex, an influence that to both, is one of the most refining and powerful for good, known to human nature, and would also separate brothers and sisters who were at school simultaneously. In case of either the second or third plan, considerations of economy would have important bearing. A division thus made would so divide classes that each institution would require the same number of employes as are now engaged, thus doubling the expense of superintendence, instruction and service, while the cost of articles of subsistence would remain unchanged. In the consideration of this subject it is well to have a thought of the number best to collect in one establishment. There are experienced educators of the deaf and dumb who believe that quite a small collection of pupils in one institution is best. The opinion of these gentlemen is entitled to respect, though I believe that none of those who hold that opinion have a practical experience in both a large and a small institution. Upon this point, when presenting to your honorable board the thirty-sixth annual report, I made statements which I still believe to be correct, as follows:

"The number of deaf mutes proper to assemble in one establishment for their education, is an important question which has been discussed repeatedly, but which has never been finally decided by any competent authority. Even the managers of institutions, who are doubtless best qualified to judge of such subjects, are not fully agreed upon it. It was urged in an article presented to the convention of American Instructors of the deaf and dumb, held in the city of Indianapolis, in August, 1870, that upon a course of instruction comprising eight years, three hundred and twenty (320) pupils was a proper number for one institution, and that with an extension of the course of study the number should be augmented forty for each year so added. There was as much unanimity on that view of the subject as could be obtained on any question in a convention composed of so many able and thinking persons as were members of that convention. Indeed, while the paper alluded to aroused discussion upon other points, upon this one no dissent was expressed. Latterly this subject has received fresh attention in several quarters, and an amount of benevolent interest in it as pertaining to Illinois, quite gratifying and refreshing, has been manifested in regions remote from our borders. It does not often fall to the lot of men to be the subject of so much disinterested thoughtfulness, as has been bestowed upon the deaf-mutes of Illinois by remote philanthropists. Facts, though, are stubborn things, and however beautiful the theories brought forward for their overthrow, stand resolutely as facts still. It has been true in the entire history of this institution, that as it has grown in size it has increased in efficiency and in the comforts of its beneficiaries. The increasing numbers of its pupils has made practicable a more perfect classification of the school, and the introduction of departments of drawing and articulation, with a degree of economy utterly impossible in an institution having only a small number of pupils. Without absolute personal knowledge with reference to other institutions than our own, I believe the same state of facts exist in all the large institutions in America. If there has been any exception, the failure to improve the efficiency of the institution with its expansion may be attributable to other causes. Prominent among these would be unwise location, inefficiency of management, and defectiveness of organization. Any one of these defects would be sufficient to subvert the orderly and quiet operations of an institution. Either of them is bad enough in a small institution, but in a large one leads to certain disorder and consequent demoralization of officers, and, with them, of pupils, and to the ultimate subversion of the objects of the institution. A wise organization, embodying concentrated authority, with unified responsibility, is as requisite for the successful operation of a public institution as for the management of an extensive mechanical or mercantile establishment, the control of a railroad or command of a steamship. In none of these enterprises would an acephalous, bicephalous or polyccephalous organization be permanently successful; no more would either of them in the administration of a public institution.

"The management of this institution is not opposed to another, or to half a dozen others in the state, when, in the judgment of the people—the tax-payers—their interests will be subserved by them. The suggestions of personal ease would encourage their immediate establishment, because they would diminish the responsibility of the managers of this institution, and leave the extensive and spacious edifices already erected to the occupancy of a smaller number. It is well to bear in mind that tax-payers have some rights that even philanthropists are bound to respect. Whenever the people, through their representatives, are disposed to duplicate the expenditures they are already making for this class of unfortunates, the managers of this institution will rejoice therein more heartily than will any other persons, but they cannot conscientiously favor the exchange of one good and efficient institution for several poor and feeble ones, nor the increase of the expenditure of public funds for the ends proposed so long as it is practicable to avoid it. The time is coming, and is probably in the near future, when another institution for the education of the deaf and dumb of Illinois will be a necessity. When it arrives it will be known by the fact that there are enough pupils attending school to furnish a classification thorough and complete, with the various departments of two separate institutions—literary, domestic, industrial, articulation, and art—well officered and equipped, and operated at a reasonable expenditure of money upon each beneficiary of the two institutions."

Two years have elapsed since the foregoing was written, within which time the increase of the school has been very rapid, there having been one hundred and fifty-five admi-

sions during that time. I believe that the time has now arrived when another institution for the education of the deaf and dumb in Illinois, though not a necessity, is desirable and advisable, since there are unquestionably enough deaf and dumb children of a school-attending age in the state to constitute two good institutions, if the condition of the state treasury will warrant the greatly increased expenditure involved. Such an arrangement would involve a renewed activity in searching for pupils to secure a good classification at the earliest time possible.

It will be for the wisdom of the General Assembly to determine whether the financial condition of the State treasury will justify the necessary expenditure at this time. Should the General Assembly so determine, I am quite convinced that an institution for this class might be erected upon a principle somewhat different from any we yet have, with decided advantage, and accordingly I would recommend that an institution combining the excellences of both the congregate and cottage systems be established. I believe this practicable while the disadvantages of each may be avoided.

The erection of the new buildings for the industrial department has been an important event in the history of the last year. The old shops were wholly inadequate to accommodate the pursuits of industry we had been endeavoring to teach the pupils for many years. I am quite sanguine in the hope that with the excellent facilities our pupils will enjoy in acquiring a handicraft, that we shall be able to make of them as a class even more self-reliant people than formerly. The value of a trade to a youth cannot be over-estimated, even though the youth enjoy the full exercise of all his senses and faculties. It is entirely a false and pernicious sentiment that prompts one to despise physical labor. The ancient Hebrews were so impressed with this truth that there was current among them a proverb stating "He that fails to teach his son a trade teaches him to steal." This is probably an extravagant statement in the case of most normal persons, for many who are able to hear and speak can secure a livelihood in professions and merchandise, pursuits from which deaf-mutes are debarred by their infirmity. In the case of deaf-mutes, however, it is a terse statement of a truth without exaggeration or extravagance. If the pupils of our institution shall in after life make for themselves an honorable support it will be by toil. These views have frequently been adverted to in former reports to your board when the importance of new and spacious buildings for the industrial department has been urged. It is unnecessary to enlarge upon them now further than to express extreme gratification that the suggestions urged have met the approval of the General Assembly, and that under your wise instructions they have been carried into effect so far as the material appliances are concerned. It now remains for the management of the institution to systematize this department, and bring it to a degree of efficiency similar to that which has obtained in the literary department since it entered the new and spacious apartments erected for it. The best that can be done will be attempted at once, the term just opening being the first term opening since the industrial building was erected.

The various portions of this building have been assigned the use of the printing, cabinet-making, shoe-making, machine and gardening pursuits. The foremen of those branches of industry are alive to the importance of their spheres of labor, and the pupils are giving encouraging evidences of a desire to improve their opportunities and qualify themselves for self-support in adult life. Of late years so much of the work of mechanic arts has come to be done by machinery, that, to qualify these youth for the labor they will have to perform, various kinds of machines will be required. It is a matter of regret, though not of complaint, that the appropriation was not adequate to purchase these at once.

The machinery used in the old shops was removed to the industrial department, and as far as it goes is quite good, but, in the cabinet shop especially some new machines are urgently required, as is also an engine lathe in the machinist's department.

While upon the subject of industrial education of deaf-mutes, which in my view is of extreme importance, since it is the feature of their education that conduces most to make all the rest of their education practical and useful, it may be proper to allude to an embarrassing phase of its prosecution. The policy of the institution from the inception of the industrial department has been to make it as far as possible remunerative; or, if not remunerative, at least as nearly as possible to make it render such an equivalent as would pay for the cost of material consumed and the salaries of the superintendents employed to instruct the pupils in the various handicrafts taught. The waste of material by apprentices—for all our pupils are apprentices—is so great, and the amount of manufactured articles that they can turn off in the limited hours of labor between sessions of school, is so small, that a close calculation of debit and credit with this department, would show scarcely any profit when it was charged with all expenses involved in its operation. If the salaries of the foremen were charged to instruction, there might be some, though no large showing of profit. The policy adopted has been to derive as large income from it as practicable, and to charge, where we could, a reasonable price for articles and work turned off. The standard of prices has been the ruling prices in the city of Jacksonville, where most of the work must be sold, because of its proximity to the institution. This has operated to bring the institution into competition with private enterprises, and possibly in some cases may have operated to their disadvantage, since the institution, in some particulars, has advantages that private parties cannot obtain.

It has been the sincere desire of the management of the Institution to make this inure to the disadvantage of private enterprises as little as possible, but it cannot be made to avoid it entirely if the products of the industrial department are offered for sale at all. There can be no question that these youth should be taught industrious habits, and skill in some useful art. No person has denied that proposition, unless it be some silly individual who was unable to appreciate the dignity of honest labor. The few who have done so are in no way interested in the phase of the question we are now considering. It has been thought by some that since the institution is supported by the state, the sale of the productions or work of the industrial department is a virtual competition of the state with its citizens, and that while the pupils should be instructed in mechanical pursuits, the results of their labor should be either destroyed or thrown away except so far as it can be used by the institution itself. The management of the institution have not accord-



ed with this view of the case. The ruling idea has rather been that it was a duty to make the labors of the pupils subserve, as far as possible, the support of the institutions, and thus in some small measure lighten its weight upon public beneficence. Much as it is to be regretted that any private interests are disturbed by the institution, it may be remembered that while it incommodes one party, it facilitates the transactions of a number of others by producing competition, which is said to be the life of trade. If any way could be devised by which the industrial department could prosecute its appropriate labors without thus incommoding private interests, it would be cause for much gratification.

I would ask your attention to the importance of the erection of a new laundry building. The present laundry is entirely too small to do all the laundry work required by the institution at its present magnitude. One could be constructed adequate to present and prospective requirements, which could be operated much more economically than the present one is operated, since we now require the service of a second engine, while the new one could be operated by means of transmitted power by the engine that is used in the industrial department. A large saving of expense might also be secured by providing for the manufacture of soap, a very important article of consumption in such an establishment as this. It should also be constructed so as to furnish ironing-rooms—a convenience with which the institution is now poorly supplied—and rooms for the use of laundresses. A laundry such as is needed could be constructed and equipped with the necessary machinery and appliances for drying both indoors and in the open air, for five thousand dollars.

When the industrial building was completed and occupied by that department, the old building abandoned by it was found to be in too good condition to destroy it. Upon the direction of your board it was remodeled inside and furnished a new roof, and fitted up for the special accommodation of little boys. At the commencement of the present term it was first used for that purpose, and is found upon trial to be one of the most satisfactory improvements the institution has ever received. Our pupils have been subjected to no more disadvantageous circumstance, in former years, than the enforced association of very small children with those of a larger growth and verging on early manhood. The little fellows, who are for the first time taken from the tender care of mother and home, are now immediately placed in this *quasi* kindergarten, where they have the constant oversight of two kind and gentle ladies, who have a warm sympathy for the little troubles of children and a hearty love of children themselves. They are thus separated from the rougher and more stalwart boys. They have a spacious sitting-room and a large play-room entirely to themselves, besides their cosy little bed-rooms.

The practical working of this is so excellent, that I believe the same principle might, with decided benefit, be still further applied, with comparatively small cost. To effect it I would recommend that the present barn be remodeled and transformed into a cottage for boys of a size and advancement beyond those for whom the late provision was made. It could be made to accommodate fifty lads. The cost of the change, I estimate, would be two thousand dollars, or forty dollars for each person provided for. Should it be deemed wise by the general assembly to authorize and provide for the foregoing improvement, I would recommend that a new barn be erected for the stabling of horses and care of carriages, wagons, etc., and another for the care of cows. Each of these will also need graneries, hay-lofts, and rooms for the persons who have charge of the animals.

The rapid growth of the number of pupils indicate that there will be in attendance, next year, an average of four hundred and fifty pupils, and the year following, an average of four hundred and seventy-five. The support of these will require two hundred dollars per annum per capita. This would make the amount needed—

For the year 1878-1879.....	90,000 00
For the year 1879-1880 .....	95,000 00

There will also be needed to keep the premises in repair, three thousand dollars per annum.

I would respectfully renew the recommendation made two years ago, that a stone floor be placed in the boiler-room, instead of the old wooden one now about worn out. If the present floor was a good one its material is such as to unfit it for the uses it is subjected to. Three hundred and twenty-five dollars will be required for this purpose.

Recent enlargements of the institution make an additional boiler very needful. The three now in use are rendering perfectly satisfactory service, but if one should become disabled, the two remaining ones would not be adequate to do all the work required in a season of severely cold weather. There should be one more also, that there may be the regular cleaning of boilers which is absolutely necessary to their preservation. To purchase such a boiler as is required and put it in place, making all necessary connections, will require the sum of \$ . Nine flights of stone steps are needed to supplant wooden ones now in use. For this purpose \$380.00 will be needed.

I would recommend that an iron fence be placed in front of the building. The fence taken off the area wall, when the area was disused, will answer the purpose quite well with some additions to that already on hand. It should have a good brick foundation laid in cement surmounted with a substantial stone coping. The cost of this improvement with expense of setting it up will be \$ .

I would suggest that your board take steps to secure possession of four lots of ground immediately in front of the institution, and extend the front yard, by moving Asylum street eastward. The importance of this purchase is too obvious to need argument, as the improvement and growth of the city is bringing this property into demand. The front yard of the institution is entirely too small to comport with the magnitude of its buildings. Should these lots be purchased by other parties and built upon, the front of the buildings will be so circumscribed as to be made quite unsightly. To purchase the property after it had been improved would cost a much larger sum—probably three or four times as much as it can be secured for now. The owner of it proposes to sell it to the institution for the sum of \$4,000, though if sold in small lots and to private parties, he would demand a much higher price for it.

I would also suggest that an appropriation be recommended for two fire escapes, one at the north and the other at the south end of the institution. It is believed that the institution is well protected against fire, and that the means of escape in case of a fire are good, yet to protect the lives of the inmates beyond all question in the event of a conflagration, I think it important that additional provision entirely independent of staircases be constructed. A fire escape has been invented and patented within a few months that meets all the conditions of security, safety and ease of use that are desired. It is in use at the Ohio Institution for the education of the deaf and dumb, where there are two in working order. It is as nearly perfect as such a convenience can be made. Having seen it and given it a close examination I am quite justified in representing it exactly such a device as should be placed upon all large buildings where large numbers of persons are housed. It is a rapid, substantial, safe and handsome as well as economical fire-escape, always ready for use, and is operated without the intervention of any brackets, ladders, or ropes. The expense of two such as we need will be one thousand five hundred dollars finished ready for use and tastefully painted.

Before concluding this report you will allow me again to express my appreciation for the distinguished honor your board has conferred upon me by my continuance in the responsible position of Superintendent of the Illinois Institution for the Education of the Deaf and Dumb, and also to give expression to my thankfulness to Him who while upon earth was the benefactor of the deaf, the blind, the palsied, the paralytic, and the practical as well as sympathetic friend of the poor and distressed, for the favor with which He has regarded the institution, and the blessings, of health, success and prosperity with which he has so signally crowned it during the two years just closed.

With much respect,

PHILIP G. GILLETT, *Superintendent.*

Illinois Institution for the Education of the Deaf and Dumb.

September 30th, 1878.

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## REPORT OF THE INSTITUTION FOR FEEBLE-MINDED CHILDREN, LINCOLN.

*Hon. S. M. Etter, Superintendent of Public Instruction:*

SIR:—The asylum is now upon its own land, and with a building, which, in its plan, is admirably adapted to the uses of the asylum, its sphere of usefulness has been greatly enlarged, although not as yet commensurate with the necessities of the state.

The mode of application for the admission of pupils is as follows:

When a letter of application is received by the superintendent, a blank form of questions is sent to the writer of the same, which must be filled out and returned to the superintendent, who then examines the nature of the case, and decides if it be a suitable one for admission to the asylum.

If it is not, the parties applying are notified to that effect, and the cause for the rejection of the applicant. If it is a suitable case for admission, a certificate of admission is sent, accompanied by two blank forms.

A blank bond for cases that are not pauper pupils, which should have the certificate of the county clerk upon it that the parties upon the bond are responsible for the amount of the bond.

The conditions of the bond are that the parties shall "furnish said child with comfortable and suitable clothing, and all traveling expenses for and on account of said child, or pay for such as may be furnished during his or her continuance in the school, and also to remove the said child from the asylum whenever required, without charge to the asylum, or any of its officers or agents." Also a blank

ed with this view of the case. The ruling idea has rather been that it was a duty to make the labors of the pupils subserve, as far as possible, the support of the institution, and thus in some small measure lighten its weight upon public beneficence. Much as it is to be regretted that any private interests are disturbed by the institution, it may be remembered that while it incommodes one party, it facilitates the transactions of a number of others by producing competition, which is said to be the life of trade. If any work could be devised by which the industrial department could prosecute its appropriate labors without thus incommoding private interests, it would be cause for much gratification.

I would ask your attention to the importance of the erection of a new laundry building. The present laundry is entirely too small to do all the laundry work required by the institution at its present magnitude. One could be constructed adequate to present and prospective requirements, which could be operated much more economically than the present one is operated, since we now require the service of a second engine, while the new one could be operated by means of transmitted power by the engine that is used in the industrial department. A large saving of expense might also be secured by providing for the manufacture of soap, a very important article of consumption in such an establishment as this. It should also be constructed so as to furnish ironing-rooms—a convenience with which the institution is now poorly supplied—and rooms for the use of laundresses. A laundry such as is needed could be constructed and equipped with the necessary machinery and appliances for drying both indoors and in the open air, for five thousand dollars.

When the industrial building was completed and occupied by that department, the old building abandoned by it was found to be in too good condition to destroy it. Upon the direction of your board it was remodeled inside and furnished a new roof, and fitted up for the special accommodation of little boys. At the commencement of the present term it was first used for that purpose, and is found upon trial to be one of the most satisfactory improvements the institution has ever received. Our pupils have been subjected to no more disadvantageous circumstance, in former years, than the enforced association of very small children with those of a larger growth and verging on early manhood. The little fellows, who are for the first time taken from the tender care of mother and home, are now immediately placed in this *quasi* kindergarten, where they have the constant oversight of two kind and gentle ladies, who have a warm sympathy for the little troubles of children and a hearty love of children themselves. They are thus separated from the rougher and more stalwart boys. They have a spacious sitting-room and a large play-room entirely to themselves, besides their cosy little bed-rooms.

The practical working of this is so excellent, that I believe the same principle might, with decided benefit, be still further applied, with comparatively small cost. To effect it I would recommend that the present barn be remodeled and transformed into a cottage for boys of a size and advancement beyond those for whom the late provision was made. It could be made to accommodate fifty lads. The cost of the change, I estimate, would be two thousand dollars, or forty dollars for each person provided for. Should it be deemed wise by the general assembly to authorize and provide for the foregoing improvement, I would recommend that a new barn be erected for the stabling of horses and care of carriages, wagons, etc., and another for the care of cows. Each of these will also need graneries, hay-lofts, and rooms for the persons who have charge of the animals.

The rapid growth of the number of pupils indicate that there will be in attendance, next year, an average of four hundred and fifty pupils, and the year following, an average of four hundred and seventy-five. The support of these will require two hundred dollars per annum per capita. This would make the amount needed—

For the year 1878-1879.....	90,000 00
For the year 1879-1880.....	95,000 00

There will also be needed to keep the premises in repair, three thousand dollars per annum.

I would respectfully renew the recommendation made two years ago, that a stone floor be placed in the boiler-room, instead of the old wooden one now about worn out. If the present floor was a good one its material is such as to unfit it for the uses it is subjected to. Three hundred and twenty-five dollars will be required for this purpose.

Recent enlargements of the institution make an additional boiler very needful. The three now in use are rendering perfectly satisfactory service, but if one should become disabled, the two remaining ones would not be adequate to do all the work required in a season of severely cold weather. There should be one more also, that there may be the regular cleaning of boilers which is absolutely necessary to their preservation. To purchase such a boiler as is required and put it in place, making all necessary connections, will require the sum of \$ Nine flights of stone steps are needed to supplant wooden ones now in use. For this purpose \$380.00 will be needed.

I would recommend that an iron fence be placed in front of the building. The fence taken off the area wall, when the area was disused, will answer the purpose quite well with some additions to that already on hand. It should have a good brick foundation laid in cement surmounted with a substantial stone coping. The cost of this improvement with expense of setting it up will be \$

I would suggest that your board take steps to secure possession of four lots of ground immediately in front of the institution, and extend the front yard, by moving Asylum street eastward. The importance of this purchase is too obvious to need argument, as the improvement and growth of the city is bringing this property into demand. The front yard of the institution is entirely too small to comport with the magnitude of its buildings. Should these lots be purchased by other parties and built upon, the front of the buildings will be so circumscribed as to be made quite unsightly. To purchase the property after it had been improved would cost a much larger sum—probably three or four times as much as it can be secured for now. The owner of it proposes to sell it to the institution for the sum of \$4,000, though if sold in small lots and to private parties, he would demand a much higher price for it.

In July, 1877, the establishment was removed from Jacksonville to the new building at Lincoln.

By order of the board, the property left at Jacksonville was advertised and sold at public sale. The proceeds of the entire property, including buildings, &c., amounted to the sum of nine hundred and fifty-nine dollars.

Nearly six months elapsed before the new building was furnished, and the pump, engine and washing machinery were received and put in their proper places.

School was opened on Wednesday, Oct. 27th, 1877. It was deemed unadvisable to fill up the Asylum to its utmost capacity the first year, because of the demoralizing influence of such a course upon the discipline of the establishment.

The number of pupils present, September 30, 1876, was.....	86
Number of new pupils admitted during the year ending September 30, 1877.....	48
Number re-admitted.....	12
Total present during the year.....	146
Number temporarily absent or discharged, September 30, 1877.....	61
Died during the year.....	2
	63
Total present, September 30, 1877 .....	83

The average daily attendance during the year was 76½ pupils.

The average attendance during the year was 76¼ pupils.

The average attendance during the school term was 94 pupils.

The number of pupils in attendance during the year ending Sept. 30, 1878, was as follows:

Present September 30, 1878.....	83
New pupils admitted during the year.....	113
Pupils readmitted.....	114
Total present.....	310
Number temporarily absent or discharged.....	105
Died.....	5
	110
Total present September 30, 1878.....	200

The average daily attendance during the year was 167 8-9 pupils.

The average daily attendance during the school term was 177.

#### NUMERICAL STATISTICS.

Applications have been received from the counties of Illinois and other states as follows:

Adams.....	18	Edgar.....	5
Alexander.....	3	Edwards.....	2
Bond.....	4	Effingham.....	3
Brown.....	4	Fayette.....	6
Bureau.....	9	Ford.....	1
Boone.....	8	Franklin.....	1
Calhoun.....	1	Fulton.....	9
Carroll.....	6	Greene.....	9
Cass.....	10	Grundy.....	7
Champaign.....	14	Hamilton.....	1
Christian.....	9	Hancock.....	21
Clark.....	4	Hardin.....	1
Clay.....	5	Henderson.....	2
Clinton.....	7	Henry.....	19
Coles.....	5	Iroquois.....	10
Cook.....	141	Jackson.....	14
Crawford.....	1	Jefferson.....	1
Cumberland.....	2	Jersey.....	10
DeKalb.....	9	JoDavless.....	7
DeWitt.....	11	Kane.....	18
Douglas.....	2	Kankakee.....	1
DuPage.....	2	Kendall.....	1

county certificate for those who are pauper pupils, to be filled out by the county clerk of the county in which they reside, that the county judge has adjudged the case a pauper, and that the county will be responsible for clothing and transportation in the case.

The causes for rejection thus far have been in times past principally for want of room to accommodate them. Epilepsy, chorea, extreme helplessness, age, paralysis, insanity, and a very low degree of idiocy.

As defined by the state law, "the object of the institution shall be to promote the intellectual, moral and physical culture of the inmates, and to fit them, as far as possible, for earning their own livelihood, and for future usefulness in society."

The establishment is not custodial, but educational, and there are a class of exceptional cases for whom applications are sometimes made that cannot profitably be admitted to the Asylum.

The building is not so constructed that very helpless children, those who do not walk or sit up, and who are entirely dependent upon others, who have to be fed, dressed and undressed, and carried from place to place like helpless burdens, can be comfortably or conveniently cared for. It is too large, and not designed for the proper care of such.

It was designed for those who constitute the great majority of this unfortunate class of persons, who can be greatly benefitted by school room and out-door training.

A department should some day be added for the custody of this class, but it should be either a separate building or an independent wing constructed specially for them, and completely adapted to their wants.

Many old pupils are detained at home this year by malarial diseases who will sooner or later this term return to us.

Certificates of admission have been sent to quite a number of new pupils, who, when admitted, will increase our number to two hundred and fifty or more.

Friends of defective children often call their children deaf mutes, and send them to the institution for the Deaf and Dumb, because of their inability to talk, but who are not deaf.

The sad fact that a child is feeble-minded is very slow to be realized by a parent.

In visiting an asylum, those who have had no close or intimate knowledge of the feeble-minded, can have no idea of the meaning of the term as applied to its inmates.

Bright faces, well-formed heads and apparently active bodies and bright eyes, may be seen in every school room. Yet in many of these individuals the whole physical, moral and mental being may be in an undeveloped condition.

Every organ, muscle and nerve fibre must be educated to do the work which would be accomplished by the natural operation and growth of the intellectual faculties in the ordinary person.

New applications for admission to the Asylum are increasing in number each year.

During the year ending Sept. 30, 1877, the number was 97, and for the 12 months ending Sept. 30, 1878, 119, the largest number in any one year since the organization of the school in 1865.

Fright.....	2
Cerebro-spinal meningitis.....	2
Quinine, deaf-mute, sunstroke, mumps, bilious fever, masturbation, rachitis, despondency, each 1.....	8
Unknown.....	9
	<hr/>
	1,000

The history of one thousand cases revealed the fact that the applicants were—

First children in .....	284 cases
Second " " .....	168 "
Third " " .....	132 "
Fourth " " .....	99 "
Fifth " " .....	55 "
Sixth " " .....	52 "
Seventh " " .....	33 "
Eighth " " .....	19 "
Ninth " " .....	11 "
Tenth " " .....	12 "
Eleventh " " .....	6 "
Twelfth " " .....	4 "
Thirteenth " " .....	1 "
Fourteenth " " .....	1 "
Not stated .....	123 "

It is stated that their parents were related by blood, in 1,000 cases, as follows:

Not related.....	710
Unknown.....	123
Parents first cousins.....	22
" second .....	8
" third .....	3
" fourth .....	2
Grand parents first cousins.....	10
" second .....	5
" " and parents first cousins.....	1
" " on both sides cousins.....	1
Grandfathers first cousins.....	1
Grandmothers half sisters.....	1
Great grand parents first cousins.....	3
Parents' half brother and sister.....	1
" fathers' half brothers.....	1
" brother and sister.....	1
Distantly related.....	1
Related.....	1

It is asserted by the parents or family physician in answer to the question: Have there been any cases of insanity, epilepsy, idiocy, blindness, or of any infirmity of body or mind in the family of the father or of the mother, or any among his or her near relatives? In 621 cases that there have been none.

In 177 cases the question was not answered.

In other cases the question was answered as follows:

- 10 had an uncle feeble-minded.
- 6 had an uncle insane.
- 5 had an uncle epileptic.
- 9 had an aunt insane.
- 3 had an aunt idiotic.
- 4 had an aunt epileptic.
- 6 had mothers feeble-minded.
- 4 had mothers insane.
- 2 had mothers epileptic.
- 1 had father epileptic.
- 2 had grandmothers insane.
- 1 had father die of softening of the brain
- 1 had father blind.
- 1 had father insane.
- 3 had father imbecile, mother epileptic with mind impaired by epilepsy, and brother and sister idiotic.
- 2 had paternal grandmother insane, and sister and brother idiotic.
- 1 had brother and sister idiotic.
- 2 had blindness in mothers' family.
- 2 had two brothers idiotic.
- 1 had similar cases in mothers' family.

Knox.....	20	St. Clair.....	1
Lake.....	4	Stephenson.....	1
LaSalle.....	14	Tazewell.....	1
Lawrence.....	7	Union.....	1
Lee.....	6	Vermilion.....	1
Livingston.....	11	Wabash.....	1
Logan.....	23	Washington.....	1
Macoupin.....	16	Wayne.....	1
Madison.....	13	White.....	1
Marion.....	12	Whiteside.....	1
Marshall.....	6	Will.....	1
Mason.....	2	Williamson.....	1
McDonough.....	7	Winnebago.....	1
McHenry.....	12	Woodford.....	1
McLean.....	8	Unknown.....	1
Menard.....	30		
Mercer.....	6		
Monroe.....	11		
Montgomery.....	4		
Morgan.....	9	OTHER STATES.	
Moultrie.....	34	Arkansas.....	1
Ogle.....	3	California.....	1
Peoria.....	9	Indiana.....	1
Perry.....	22	Iowa.....	17
Platt.....	5	Kentucky.....	1
Pike.....	9	Kansas.....	10
Pope.....	10	Michigan.....	9
Pulaski.....	1	Minnesota.....	4
Putnam.....	3	Missouri.....	10
Randolph.....	8	New York.....	1
Richland.....	5	Nevada.....	1
Rock Island.....	11	Oregon.....	1
Saline.....	1	Pennsylvania.....	1
Sangamon.....	27	Tennessee.....	1
Schuyler.....	8	Wisconsin.....	12
Scott.....	9	Total other states.....	84
Shelby.....	3		935
Stark.....	13	Total.....	1019

There have been admitted from the applications filed in the respective years ending November 30, the following number of pupils:

1865.....	22	1873.....	50
1866.....	23	1874.....	50
1867.....	27	1875.....	23
1868.....	14	1876.....	35
1869.....	25	1877.....	54
1870.....	12	1878 year ending September 30.....	54
1871.....	33		
1872.....	37		459

#### SCIENTIFIC STATISTICS.

The history of 1,000 applicants seems to indicate that the causes of idiocy were as follows:

Congenital.....	535
Convulsions in early childhood.....	125
Epilepsy.....	132
Accidental.....	23
Brain fever.....	27
Paralysis.....	17
Convulsion from teething.....	14
Severe illness in infancy.....	15
Whooping cough.....	13
Scarlet fever.....	12
Hydrocephalus.....	10
Measles.....	10
Influence of opiates.....	6
Fever.....	8
Intemperance of father.....	5
Hereditary.....	4
Spinal affections.....	4
Chorea.....	3
Typhoid fever.....	3
Calomel.....	3
Consanguinity of parents.....	2
Insanity.....	2

2 had fathers curious, one a religious enthusiast.  
 1 had grandfather and aunt feeble-minded.  
 1 had mother given to melancholia.  
 1 had father with partial paralysis from injury in early life.  
 1 had father inebriated.  
 1 had father an inebriate, both parents of very limited mental ability.  
 1 had uncle and cousin deaf.  
 1 had epilepsy in family.  
 1 had father syphilitic.  
 1 had uncle and cousin insane.  
 1 had father an inebriate and mother insane.  
 1 had both parents intemperate.  
 2 had mother insane.  
 1 had an aunt insane.  
 1 had grandfather and grandmother insane.  
 1 had sister of good mind; has morbus coxarius.  
 1 had an uncle insane, an uncle paralyzed, and a grandfather paralyzed.  
 1 had grandfather epileptic.  
 1 had mother's brother had chorea.  
 1 had father and mother epileptic.  
 1 had mother feeble-minded.  
 1 had two second-cousins idiots.  
 1 had both parents feeble-minded.  
 1 had father's aunt who married a cousin, had two idiot children.  
 1 had great-uncle insane.  
 1 had second-cousin deaf and dumb; great-aunt insane.

In a large proportion of the cases where the question was unanswered, the applications were for inmates of county almshouses, or paupers whose histories were unknown.

Where it was answered, the reply has usually been made by a parent, family physician, or person familiar with the history of the families.

In 1000 applications parents were reported temperate in 688 cases. Intemperate in 174 cases.

In 138 cases the question was not answered. A large proportion of these unanswered cases were applications from county poor houses, where the child's antecedents were unknown.

The institution has always been freely opened to visitors, who can testify to the general health and orderly appearance of the pupils, as well as the cleanliness of the entire building, the obvious adaptation of the educational means and appliances to their mental needs, and to the practical ends of their instruction, and the general progress of the pupils in their school exercises, although we have been compelled to labor under great disadvantages, from the nature of our accommodations. In fact, so well adapted are the modes of instruction to the different degrees of mental endowment of the pupils, so interested and attentive are they in the various exercises of the school room, so well disciplined in the prescribed movements and changes of the several classes from hour to hour, so orderly and well-behaved are they in their departments, in their dining-rooms, and so free from the repulsive habits that are supposed to be inseparably connected with idiocy, that it oftens needs considerable explanation to convince strangers that the pupils represent the average idiots of the state. Speech is regarded as one of the best tests of the degree of mental deficiency by the most approved writers upon this subject.

At the institution the condition of the idiot is more nearly that of any other child at school. They are constantly under the care of teachers or attendants. The attendants have classes assigned them and have charge of them at all hours out of school hours, sleep in rooms adjoining, opening into their dormitories, so that they can bestow attention upon them at night if necessary, an effort being made by proper attention at stated hours, to regulate them in their habits and cultivate *habits* of decency and cleanliness. They are with them



- 1 had two cousins of mother idiotic.
- 1 had one great uncle insane, and one great uncle idiotic.
- 1 had great uncle insane, two great uncles and one great aunt epileptic.
- 1 had two cousins, three second cousins and two brothers idiotic, and mothers had 4 cousins idiotic.
- 1 had mother's brother paralyzed in right arm and leg, became blind, and father's sister had cataract.
- 1 had father's cousin idiotic from fits.
- 2 had uncle epileptic and sister idiotic.
- 1 had maternal grandfather epileptic.
- 1 had paternal grandfather epileptic.
- 1 had great uncle epileptic.
- 2 had uncle and brother idiotic.
- 1 had grandfather and aunt imbecile.
- 1 had two second-cousins simple.
- 1 had blindness from accident in family.
- 1 had maternal grandfather with chorea.
- 1 had maternal grandfather insane.
- 1 had sister epileptic, and an uncle and two aunts who have members of their families epileptic.
- 1 had maternal grandmother blind from cataract.
- 1 had great uncle insane.
- 1 had maternal grandfather epileptic.
- 1 had great-grandmother's cousin epileptic.
- 3 had cousins idiotic.
- 1 had brother epileptic.
- 1 had great aunt a deaf-mute.
- 1 had two aunts feeble-minded.
- 1 had one uncle insane; another die of convulsions.
- 1 had insanity and deafness in family of parents.
- 2 had paternal grandmother insane.
- 1 had paternal grandmother insane and blind.
- 1 had father's cousin epileptic.
- 1 had paternal grandfather epileptic.
- 1 had grandfather, great-uncle and uncle deaf.
- 1 had maternal grandfather, aunt and cousin insane.
- 1 had maternal grandfather's sister epileptic.
- 1 had father's aunt insane, and mother's uncle epileptic.
- 1 had father and mother epileptic.
- 1 had maternal grandmother blind.
- 1 had mother and mother's sister, at times insane.
- 1 had father who had blind cousin, and mother had a deaf and dumb aunt.
- 1 had mother partially paralyzed, and had brother and sister epileptic.
- 1 had both parents consumptive.
- 1 had aunt deaf and insane, grandfather feeble-minded, and grandmother insane.
- 1 had father intemperate.
- 1 had uncle epileptic, and aunt with chorea.
- 1 had father's sister imbecile, and mother's sister with spinal disease and scrofulous.
- 1 had grandfather an habitual drunkard, and mother epileptic.
- 1 had grandmother and two aunts of mother, insane.
- 1 had great uncle insane.
- 1 had brother idiotic.
- 2 had deafness on mother's side.
- 1 had insanity on father's side.
- 1 had insanity in family.
- 1 had great-aunt insane.
- 1 had maternal uncle insane.
- 1 had two cousins blind.
- 1 had maternal grandfather epileptic.
- 1 had great-uncle imbecile.
- 1 had mother's cousin idiotic.
- 1 had great-aunt on father's side idiotic.
- 1 had two great-aunts insane.
- 1 had father's half-brother idiotic.
- 1 had cousin of mother idiotic.
- 1 had brother epileptic.
- 1 had brother insane.
- 1 had half-brother insane.
- 1 had aunt on mother's side insane, and father's cousin deaf and dumb.
- 1 had second cousin epileptic.
- 1 had aunt idiotic, and uncle epileptic.
- 1 had two cousins idiotic.
- 1 had a cousin of father, and father's sister insane.
- 1 had one case of insanity on father's side.
- 1 had uncle deaf and dumb.
- 1 had mother who had several cousins deaf and dumb.
- 1 had "grandfather at 66 who had incipient sclerosis of cerebellum and cord."
- 2 had uncles insane.
- 1 had uncle insane and epileptic.
- 2 had a cousin hydrocephalic.
- 1 had grandmother epileptic.
- 1 had great-uncle epileptic.
- 2 had father idiotic.
- 1 had father and father's father and father's brother idiots.
- 2 had uncle feeble-minded.

- 2 had fathers curious, one a religious enthusiast.
- 1 had grandfather and aunt feeble-minded.
- 1 had mother given to melancholia.
- 1 had father with partial paralysis from injury in early life.
- 1 had father inebriated.
- 1 had father an inebriate, both parents of very limited mental ability.
- 1 had uncle and cousin deaf.
- 1 had epilepsy in family.
- 1 had father syphilitic.
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when they rise, when they dress, when they perform their morning ablutions, when they go to their meals, and while they are at the table to assist them and wait upon them, and to preserve order and to patiently instruct them in habits of propriety and decorum.

In the dining-room the pupils are classified, the best class of pupils being permitted to sit at the same table, where they are allowed to help each other, and are instructed to conform to the customs of ordinary society.

The diet is so arranged and provided as to induce healthy systems and afford a proper amount of nourishment, care being taken to prevent gluttony, which is a common failing with this class of children. After each meal, by proper attention, the effort is made to regulate the natural habits.

Out of school hours the girls are exercised in household duties, such as washing dishes, sweeping, making beds, ironing and other domestic employment. The large boys are employed in and out of doors, cutting wood, doing garden work, and all other kinds of work that the facilities of the institution afford, the chief aim being to develop, by every available means, a capacity for useful occupation. Those who are too young for employment are taken out to walk in classes or to out-door amusements, unless prevented by inclement weather.

For the purpose of school-room instruction, the pupils are divided into nine classes, the first being composed of those possessing the highest capabilities. In the first three classes the pupils are so graded that exercises can be adapted to each class; but in all of the lower grades it is found necessary to adapt the instruction to each individual, after carefully studying his or her peculiarities.

The pupils of the first class read in the fourth reader, spell, write, are more or less proficient in notation, numeration, addition, subtraction, multiplication and division, and perform examples upon blackboards and slates readily and with accuracy. They are also thoroughly familiar with Camp's outline maps of the world, the United States and Europe, and with the details of the geography of the states and country represented in those maps.

They have also been exercised in vocal music, singing by note, calisthenics, and the girls in sewing and embroidery.

The interest manifested by these pupils in their lessons, and the pleasure and profit derived by them from the instruction they receive, lead all who witness their recitations to feel that they are as much entitled to opportunities for intellectual culture as their more favored brothers and sisters who are permitted to enjoy the advantages of the public school, from which they, however, are debarred, by their peculiarities and backwardness.

The pupils of the second class read in the third reader, write, spell, are instructed in counting, notation, addition and subtraction, and are creditably familiar in geography with the outline map of the United States, its capitals, and principal cities, rivers, lakes, gulfs and oceans. They are also instructed in singing, calisthenics, drawing, and the girls in sewing and embroidery.

These pupils, also, seem to manifest a commendable degree of interest in their respective studies.

The pupils of the third class are instructed in reading, printed and written words by the word method, and some of them read in first and second readers.

They are also instructed in writing and drawing upon the blackboards and slates, and in writing and drawing books, in geography upon the map of the United States, in singing, calisthenics, and the girls in plain sewing and working with worsted upon perforated cardboard.

The pupils of the fourth and fifth classes are taught to read written and printed words, to draw simple figures and write letters and words upon the blackboard and slate; are trained in singing, physical exercises, calisthenics, object lessons, keeping time to music by marching and clapping hands, in articulation, and the girls are taught to sew.

The pupils of the sixth, seventh, eighth and ninth classes are taught to comprehend simple commands; to obey; by physical exercises to fix their attention; to sing; to keep time in marching; ideas of form, color, number, and other object lessons adapted to their limited comprehension, and are exercised in articulation.

The daily programme of school-room exercises is as follows:

## DAILY PROGRAMME OF SCHOOL ROOM EXERCISES.

9 to 9:30 A. M. All the pupils are assembled in the Chapel for devotional exercises and singing, or in the Gymnasium, in marching in time to music and other general exercises.

Time.	Gymnasium.	Class No. 1.	Class No. 2.	Class No. 3.	Class No. 4.
9:30 to 10 A. M.	Calisthenics. Third Class.	Reading. 3d Reader.	Geography. First Division.	Numbers. First Division.	Drawing.
10 to 10:30 A. M.	Calisthenics. First Class.	Reading. 4th Reader.	Geography. Second Division.	Numbers. Second Division.	Object Lessons.
10:30 to 11 A. M.	Calisthenics. Second Class.	Reading. 1st and 2d Readers.	Writing and Drawing.	Numbers. Third Division.	Articulation.
RECESS 11 TO 11:30 A. M.					
11:30 to 12 M.	Singing Class.	Writing.	Marching to Music.	Marching to Music.	Writing.
12 to 12:30 P. M.	Singing Class.	General Exercises.	Writing.	Reading.	Word Reading.
NOON INTERMISSION 12:30 TO 2 P. M.					
2 to 2:30 P. M.	Sewing. First Division.	Drawing.	Numbers. First Division.	Object Lessons.	General Exercises.
2:30 to 3 P. M.	Sewing. First Division	Arithmetic and Numbers.	Numbers. Second Division.	Writing.	Marching to Music.
3 to 3:30 P. M.	Sewing. Second Division.	Geography. First Division.	Reading First Division.	Geography.	Numbers.
					Object Lesson



With the lower grades, the first efforts of the teachers are to develop a comprehension of language, that the pupils may learn to obey simple commands.

Physical exercises in the gymnasium are then employed, by ladders and other apparatus, to force out the power of fixing the attention—to set in motion the sluggish circulation, and to bring the muscular system under the control of the will.

The object system of instruction is then employed to develop in a higher degree the power of fixing the attention; also ideas of form, color, size, position, number, etc., by the use of blocks, button-moulds, rivets, beads, colored cups and balls, colored cards of different shades and shapes, colored blocks, dissected pictures, and a great variety of other objects.

Those defective in speech are exercised in articulation. At least one-third of the pupils do not talk; another third articulate very imperfectly, and but a very small proportion can be said to articulate so that in talking they can be readily understood.

With the more advanced pupils calisthenic exercises are employed to arrest and fix the attention, to arouse the perceptive faculties, and to bring every voluntary muscle under the subjection of the will of the individual; to develop the power of keeping time to music, and thus to train the eye, the ear, and the whole voluntary muscular system, in a manner alike agreeable and profitable to the pupil. The individual thus trained is able to observe others when they are employed in useful labor, and to imitate them.

Teachers and pupils engage in devotional and general exercises each morning at the opening of school, when all are assembled in the chapel, by repeating the Lord's prayer and other prayers in concert, and in singing secular and religious songs. Two hours are devoted on the Sabbath to religious and Bible-class exercises, one in the forenoon and one in the afternoon, and to instruction in moral and religious matters adapted to the comprehension of the respective classes of pupils, and to singing the familiar songs of other Sabbath schools.

Reading is taught at first by the word method. Printed single words are used with beginners, who are afterwards promoted to readers, and the first, second, third, and fourth readers are now used in our school rooms.

In geography, outline maps of the world, United States and Europe have thus far only been used. It is the aim to instruct the pupils thoroughly in geography, and every commendable progress has been made in this study.

In numbers, pupils are taught to count, are instructed in notation, addition, subtraction, multiplication, and division; are thoroughly drilled in the elementary principles of arithmetic.

In drawing, pupils are first taught, upon the blackboard and slates, to imitate straight lines and simple figures. Afterwards, Krusi's sympathetic series of drawing-books are employed; and many of these books can be exhibited which show that the pupils have acquired a good degree of accuracy in imitation.

In writing, pupils are exercised upon the blackboard, in making lines, letters, words and sentences, until the eye is trained in imitation and the hand is accustomed to the use of the chalk crayon,

When they are given pencils, with copies in writing books graduated to their capabilities.

The female pupils are taught plain sewing and embroidery during school hours. Beautiful specimens of their handiwork are on exhibition at the institution, and many have been carried away by visitors. A special class in vocal music, consisting of twenty or more pupils, is under instruction, in order that they may aid the other pupils in learning new tunes. Visitors often express surprise upon hearing the pupils sing, for they seem to enjoy it heartily; and some very low cases of idiocy learn tunes, and those who do not talk, in some instances in singing, articulate words and syllables, which they have learned in the effort to sing with the other pupils.

The parents and friends of pupils who were at home during the vacation of 1877 and 1878 have sent each year testimonials of the improvement of their children; but as they are similar to those which have been published in the last several annual reports, it is not deemed necessary to publish them at this time. They are on file in the office of the asylum, and can be seen at any time by those desiring to know how parents feel about the progress of their children.

The two years just passed have been an eventful period in the history of the institution. After struggling with inconvenient buildings, upon rented property, which have been crowded to their utmost for ten years, the twenty-ninth general assembly nobly responded to the necessities of the institution, and made appropriation for the purchase of land and the erection of a building.

A very beautiful site has been purchased at Lincoln, and the establishment has been permanently located there. The plan of the buildings is well adapted to the wants of the class of persons for which it has been designed, and if they are completed for the sum for which the contracts have been let, they will be the most economically constructed buildings that have ever been erected by the state for charitable purposes. The admission of sunlight and air to halls and all rooms, the supply of convenient and ample arrangements for bathing on the same floor with the dormitories, a thorough system of heating and ventilation, and a detached domestic department, together with the avoidance of waste room, have been special aims in its construction.

The proportion of teachers and care-takers to the number of pupils is necessarily greater for feeble-minded children than for other defective classes of society, on account of their greater helplessness.

A large proportion of the pupils must be inmates of the asylum for the entire twelve months of the year.

In New York, Pennsylvania and Ohio, experience has demonstrated that about three-fourths of the pupils remain during the summer months, when all the pupils of the deaf and dumb and blind asylums go to their homes to spend a three or four months vacation.



## OFFICERS OF THE ASYLUM.

*Superintendent.*

C. T. WILBUR, M. D.

*Teachers.*

1876 and 1877.

MISS LEILA BURGESS,  
 MRS. MATE STOWE,  
 MISS M. E. SMITH,  
 MISS MARY COLLINS,  
 MISS AMELIA KING,  
 MISS CARRIE RUTLEDGE,  
 MISS HANNAH TOMLINSON,  
 MISS FANNIE FISHER,  
 MRS. S. G. SINCLAIR,  
 MISS LIDA BRUNK,  
 MISS VINIE DEEMS.

1877 and 1878.

MISS LEILA BURGESS,  
 MISS M. E. SMITH,  
 MRS. MATE STOWE,  
 MISS FANNIE FISHER,  
 MISS MARY COLLINS,  
 MISS DINNIE SWING,  
 MISS NELLIE CAMPBELL,  
 MISS CASSIE MASTERS,  
 MR. F. E. REICHARD.

## REPORT OF THE INSTITUTION FOR THE BLIND.

*Hon. S. M. Etter, Superintendent Public Instruction:*

SIR:—The school session of the Illinois Institution for the Education of the Blind, for the year 1877, began October 4th, 1876, and ended June 5th, 1877.

The number of pupils enrolled was ninety-six, with an average attendance of eighty-five. Of this number eighty-three were in literary, and thirteen in the mechanical department.

Our graduating class, composed of five young ladies and one gentleman, was one of which we have reason to be proud.

Our roll for the term of 1878, contained one hundred and twenty-three names, one hundred and eight being in school, and fifteen (15) in the shop, with average attendance of one hundred and seventy. The reason for this increase in pupils, was an increase in appropriation by the legislature.

Three young ladies graduated with credit, they being what was of a class of seven, reduced for various reasons beyond our control.

The school is divided into four departments or grades, Preparatory, Intermediate, Junior and Senior, presided over by Miss Clara Greer, Miss Elizabeth Simpson, Miss Frances McGinnis, and Prof. Loomis.

The course of study begins with the alphabet, and embraces the following, with text books annexed:

Spelling:—Mrs. Little's Speller, Progressive Speller, and Pronouncer and Definer.

Geography:—Raised maps of Europe, Asia, Africa, North and South America, and United States.

Physical Geography:—Guyot (in raised print) and Swinton.

Grammar:—Syntax, Prosody and Analysis; Gould Brown's Grammar.

**Composition and Rhetoric:**—Hart.

**History:**—Venable's United States, Goodrich's England, and Lardner's Universal.

**Arithmetic:**—Mental to Higher; Ray.

**Algebra:**—Robinson's Elementary, and new University.

**Geometry:**—Davies' Legendre.

**Physiology:**—Jarvis.

**Science of Government:**—Alden.

**Miscellaneous:**—Natural Philosophy, Astronomy, Ancient History, Ancient Geography; by these authors: Ganot, Wells, Steel, Anderson, and Mitchell.

When we can supply text-books with raised print, we do so, but much of the teaching is oral. The supply of such text-books is limited, owing to the cost of production and the limited demand. The cost of school books in seeing-print bears no comparison with ours. For instance, Guyot's Physical Geography, in raised print, without illustrations or maps, costs us four dollars; and other books in proportion.

The quantity of a text-book which the lessons of a term will embrace is not so great as that covered by the lessons of a class of seeing pupils, for the same period; but I think that our blind will be just as thorough as the others, and in some instances more so. Our pupils should be allowed greater time in school, in which to accomplish a given amount of study, than seeing pupils. The time embraced in our course of study is eight years. This is expected to reach from a, b, c's to graduation in higher mathematics; and time is also to be found for a musical education, for domestic arts and mechanical training. The time is really too short for the amount of work to be done; yet some, I find, think it too long.

It is our custom to give musical instruction to all pupils who may show any talent in that direction. If they develop sufficient ability and show an adaptation for teaching, we give them special training, in order to fit them for teachers of music. This requires an extra term in the institution. Music-teaching, perhaps, is the most remunerative employment in which the blind can engage.

There are but few business callings in which our female pupils can earn a living. We teach them to knit, to sew, to crochet, to do beadwork, and occasionally to reseat cane-bottom chairs.

Our male pupils are taught to make brushes, to cane-seat chairs, and to make brooms. The two latter will yield an industrious man a support. When we have increased shop room, we purpose teaching mattress making, willowware work, and such other trades as the blind can profitably pursue.

Our school is in a prosperous condition, and is a charity of which the people of Illinois have reason to be proud.

With respect I submit this report.

F. W. PHILLIPS,  
*Superintendent.*

JACKSONVILLE, ILL., October, 1878.

## REPORT OF THE STATE REFORM SCHOOL.

*To the Honorable S. M. Etter, Superintendent of Public Instruction:*

SIR:—I herewith present report of the educational department of this institution for the two years ending September 30, 1878.

There have been received during the two years 172 boys. Average age of those committed is 14 years, 2 months and 28 days.

Their attainments when received were as follows:

*In Reading.*

Could not read .....	52
“ read in 1st reader.....	16
“ “ “ 2d “ .....	42
“ “ “ 3d “ .....	36
“ “ “ 4th “ .....	18
“ “ “ 5th “ .....	8
Total .....	172

*In Writing.*

Could not write.....	126
“ write legibly.....	41
“ “ well.....	5
Total .....	172

*In Arithmetic.*

Had never studied arithmetic .....	126
Had some knowledge of arithmetic .....	21
Knew multiplication table partly.....	15
Total .....	172

*In Geography.*

Had no knowledge of geography.....	159
Had some knowledge of geography.....	18
Total .....	177

*In Grammar.*

Had no knowledge of grammar.....	167
Had some knowledge of grammar.....	5
Total .....	172

During the two years 153 boys have been discharged. Their attainments when received and when discharged were as follows:

*In Reading.*

	When Received.	When discharge
Could not read.....	20	0
Read in first reader.....	24	2
Read in second reader.....	46	6
Read in third reader.....	45	46
Read in fourth reader.....	12	15
Read in fifth reader.....	6	84
Totals.....	153	153

- because the special laws are often indefinite in their requirements; and thus full reports of the school affairs of the county cannot be made to this office.

These special laws are often the means, also, of breaking up that harmony and systematic arrangement that should exist in all our school affairs, which would not be the case were all required to work under the general school law, and all be governed by the same provisions. No school district, or board of school officers, should be allowed any privileges or powers that are not granted to the weakest and smallest district in the state; yet discriminations are made by these special laws, and powers granted to boards that are not granted to districts organized under the general law.

The system should be made a unit in every particular, and the whole school economy should be the same in every section of the state, and until this is done our school system cannot be made uniform as it should be throughout the state.

I earnestly recommend that an act be passed by the General Assembly, repealing all the private laws now in force, and that all be required to organize under the general free school law. Such action will help to unify the school system, and will aid very materially in the management of the work of education among the masses.

If the provisions of the school law are not sufficiently liberal; or, if the schools cannot accomplish what they now do under the private laws, then it should be so amended as to allow every privilege now enjoyed that is consistent and in harmony with the great whole.

#### SCHOOL LAW.

As stated in another part of this report, the school law, as it exists at present in many of its provisions, is not understood by the people, and needs to be changed in those sections that are unintelligible.

#### SALE OF SCHOOL PROPERTY.

Section 35 clearly sets forth how school houses, or other real property, belonging to a district, may be sold, but provision is nowhere made for the sale of personal property which a district may own and for which it has no further use. Provision should be made, giving boards of directors, or boards of education, power to dispose of such property. I would therefore recommend that section 43 be so amended as to give school directors authority to sell personal property when not needed for school purposes upon such terms and conditions as in their judgment shall be for the benefit of the district, and pay the money to the treasurer for the use of the district.

#### SCHOOL YEAR.

The 7th section of the law provides that the State Superintendent of Public Instruction shall report to the Governor on or before the 15th day of December preceding each regular session of the General Assembly, the condition of the schools in the several counties of the

We expect, in the future, to be able to classify our boys to a better advantage than in the past.

You are aware that all of our boys must have committed some criminal offense before being sent here.

We hope that the time will come when boys will be committed before they become criminals.

"Prevention is better than cure."

Respectfully,

J. D. SCOULLER, M. D.,  
*Superintendent.*

## SCHOOL DISTRICTS ORGANIZED UNDER SPECIAL LAW.

In the last biennial report of this department, the attention of the legislature was called to the question of special school laws, and I respectfully revert to this subject again, hoping that some action may be taken during the coming session of the general assembly. These special acts for the government of free schools very frequently have a pernicious effect upon the public school system. The provisions of these acts, in many cases, confer unlimited powers upon those having control of the schools, and often come in direct conflict with the general free school law. In a very large majority of cases the county superintendent has no control over them whatever, and that portion of the school law providing for the examination of teachers is rendered entirely void.

The school law very emphatically provides that "no teacher shall be entitled to any portion of the common school or township fund, or other public fund, or be employed to teach in any school under the control of any board of directors of any school district," etc.; yet the large majority of the teachers engaged in the schools organized under these special acts are teaching in direct violation of this general law. Many of these special charters make no provision for the examination of teachers, and none, so far as I have been able to ascertain, give authority to any officer to issue certificates of qualification to teachers.

The general school law nowhere authorizes the granting of certificates by anyone except the state and county superintendents, and the teachers employed in the schools organized under special acts, without certificates, are teaching, and are paid their salaries, in direct violation of law. In many of these districts there is not even an examination of the teachers required, while in others the authority to examine teachers is assumed by the boards, and the officer authorized by law to perform this very important duty is entirely ignored, and his supervision of the school affairs is thus set aside.

School statistics are, in many cases not prepared by these independent districts and returned to the proper officer, as provided by law,

because the special laws are often indefinite in their requirements; and thus full reports of the school affairs of the county cannot be made to this office.

These special laws are often the means, also, of breaking up that harmony and systematic arrangement that should exist in all our school affairs, which would not be the case were all required to work under the general school law, and all be governed by the same provisions. No school district, or board of school officers, should be allowed any privileges or powers that are not granted to the weakest and smallest district in the state; yet discriminations are made by these special laws, and powers granted to boards that are not granted to districts organized under the general law.

The system should be made a unit in every particular, and the whole school economy should be the same in every section of the state, and until this is done our school system cannot be made uniform as it should be throughout the state.

I earnestly recommend that an act be passed by the General Assembly, repealing all the private laws now in force, and that all be required to organize under the general free school law. Such action will help to unify the school system, and will aid very materially in the management of the work of education among the masses.

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state, the whole number of schools taught in each county in each of the preceding years, commencing on the first day of October. By this provision of the law the school year begins on the 1st day of October and closes on the thirtieth day of September. This section should be so amended that the school year shall begin on the first day of July and close on the 30th day of June. In nearly all the districts of the state the schools close for the year on or before the 30th day of June and the accounts of the districts are generally closed at this time. The changes suggested well be of great convenience to both school directors and treasurers, because it will bring the school year of the district and the state into harmony, and the business can all be closed up before another year of school begins.

I would also recommend that the directors be required to make their annual reports to the township treasurer, on or before the 15th day of July in each year, and the treasurers to the county superintendents on or before the first day of August in each year, and the county superintendents to the State Superintendent on or before the first day of September, annually.

To make these changes will require the amendment of sections Seventeen, Thirty-Six and Forty-Two. The time in which the Superintendent of Public Instruction is now obliged to compile the statistics required by law, and prepare the biennial report of his department to the Governor, is too short to do the work properly and efficiently. If these changes are made, the work can be done during the months of September, October and November, when the other duties of the office are not so pressing as they are during the remaining portion of the year.

These changes will also enable the State Superintendent to prepare his report to the Governor at an earlier date than it is now possible for him to do, and thus have it printed for the use of the General Assembly when it assembles. I respectfully urge the changes for the reasons suggested.

#### SECTION 33.

In the revision made in the school law by the last General Assembly, the word "*each*" in the first clause of section 33 was by some inadvertence omitted, and I respectfully recommend that this word be inserted as it was prior to the change. As the clause now reads there is frequently great injustice done to a minority because the petition does not require the signature of a majority of the legal voters of each of the districts affected.

#### APPEAL TO COUNTY SUPERINTENDENTS.

In the sixth clause of this section provision is made for an appeal to the county superintendent by the petitioners, but unfortunately there is no time specified when this appeal shall be taken, or the manner in which it shall be made, nor does the provision require the township treasurer to make the map of the townships giving the changes made, and return it to the county clerk if the Superintendent *grants the prayer of the petition.*

It is recommended that the clause be so amended so as to read as follows: *Provided*, That such legal voters shall have the right to appeal from the decision of said board within ten days from the date of the action of said trustees to the county superintendent of schools, whose duty it shall be to investigate the case upon such appeal, and if, in his opinion, the change asked is for the best interests of the district or districts concerned, he shall order the trustees to make such change or changes, and his action shall be final and binding; *provided, also*, that if the changes asked by the petitioners shall be ordered by the county superintendent, it shall be the duty of the treasurer to make the records and maps required by law, and return the same to the county clerk as if the change had been made by the board of trustees.

## TEACHERS' ORDERS.

Section 53 provides that orders in favor of teachers for services rendered shall not be drawn by the directors until after the schedule required to be made, has been filed with the township treasurer, and from the language used in this section it was clearly the intention of the General Assembly to require orders to be given separate from the certificate made on the schedule by the directors, certifying the amount due the teacher, while section 54 provides for the payment of the schedules and not orders. This section also provides that teachers shall be entitled to ten per cent. per annum on all balances due on schedules and remaining unpaid. These provisions seem to conflict with each other, which in many cases is the cause of trouble between directors and teachers.

I would recommend that section 54 be so amended as to require payment of interest on orders issued, from the date of issue, to teachers on all balances due and remaining unpaid, at the rate of ten per cent. per annum. The certificate of the directors on the schedule as required by section 53 should be changed so as to read as follows:

STATE OF ILLINOIS, } ss.  
..... County.

We, the undersigned, directors of.....in township number....., range number.....in the county aforesaid, certify that we have examined the foregoing schedule and find the same to be correct, and that the school was conducted according to law, that there is now due said C. D. teacher, as per contract, sum of ..... dollars.....cents, for which an order has been issued bearing even date with this certificate, and that the said teacher has a legal certificate of good moral character, and of qualification to teach a common school, (or of such a grade as the case may be), and that the property of the district in charge of such teacher has been satisfactorily accounted for.

Witness our hands this.....day of .....18..

..... }  
..... } Directors.  
..... }

The only change made in the certificate now incorporated in the law is in the clause certifying that "an order has been issued in favor of the teacher." The change suggested will harmonize the provisions of the two sections and will be the means of doing away with a vast amount of confusion and trouble. The orders also are much more convenient for filing as vouchers by the treasurers than the schedules, and when partial payments are made, as is frequently the case, *endorsements can be made which cannot be done on the schedules.*



The orders are also of great advantage to the teacher because he has in his possession the evidence of the amount due him from the district, which he cannot have if his wages are paid to him simply on the certificates upon the schedules, since these must be filed with the treasurer before interest can be allowed him on the balance due, as the law now provides.

Orders are also of great importance to the teacher when there is no money in the treasurer's hands belonging to the district to pay the amount due him on his contract, because they are negotiable, and can be sold to other parties, while the schedules are not transferable, but must be filed.

#### SCHOOL MONTH.

Section 54 provides that the school month shall comprise twenty-two school days actually taught. Under this provision many difficulties have arisen, and as a result a different number of days is required by directors in various portions of the state. Some boards employ the teachers by the week, others, by the month of twenty days, while others require twenty-two days for the month, which breaks up all uniformity and is often the means of great inconvenience to directors and treasurers in the payment of teachers. It frequently happens that in a period of three, five or six months the rule of the law cannot literally be complied with because there are not three, five or six times twenty-two school days in the given period, and the time required cannot be taught without including days of another month.

There are still other serious objections to the present legal month. Twenty-two is an awkward, inconvenient and troublesome number. It is not a multiple of any other number connected with the common school work or usage, and is therefore not easily estimated by school officers. Fractional calculations are often required by this number which causes mistakes and errors, and petty perplexities and delays to be made in the settlement with teachers; and differences of opinion between directors and treasurers often arise from this provision, which would all be avoided if the school month were to consist of twenty days.

The magnitude of these little vexations will be better appreciated when it is considered that each one of the twenty-two thousand teachers is entitled to pay each month. I am unable to find any argument in favor of the twenty-two days for the month. It cannot affect the question of wages in the least, as this is settled by contract between the directors and teachers, and vary to some extent at least in proportion to the number of days required to be taught for the month. There is no evidence that it benefits the district the schools or the people, but on the contrary there are many evidences of annoyance, difficulties and mistakes. If it does not benefit any part of the school economy, but is actually a disadvantage to it, then assuredly it should be changed.

In nearly all the states twenty days is the time required for a school month, and in *all* the larger cities, not only in Illinois but throughout the whole country, the unit of time required is the week of five school days, and four weeks for the month, thus making the computations easy and free from vexatious errors.

*In comparing our statistics with those of other states we are placed in a false position because the time required for the month in Illinois*

is two days more than that of the others, which is an injustice to our educational system because unfavorable comparisons are made. If the school month were made to consist of four weeks of five days each, we should be enabled to collect and compare educational statistics upon a fixed and uniform basis, not only from all portions of our own state but from all the other states, and thus the actual and relative standing and progress of the whole educational work of each state and city could be compared in an accurate and satisfactory manner. A change so beneficial and against which no valid objection can be urged, it is earnestly hoped will have the approval of the General Assembly.

#### HOLIDAYS.

The following is the provision made in section 54 of the school law relative to the holidays. "Teachers shall not be required to teach on legal holidays, thanksgiving, or fast-days appointed by state or national authority."

This provision does not require the teacher to work on any of the legal holidays, nor can he be forced to do so, but it nowhere provides that teachers may not be compelled to make up the time lost or forfeit the wages otherwise due them for those days. The injustice done teachers in requiring them to lose the time when it is utterly impossible to secure the attendance of the pupils, must be apparent to all. Teachers should be treated at least with the same consideration as others whom the public employs to labor, or who are employed by the month or the year by corporations or private citizens. The custom of deducting the time lost, by not working on the legal holidays, of those who are employed by the year, by the month, or by the week, nowhere exists except in our schools, and even are these days allowed to employes who work by the day by many of our corporations.

Teachers should be given those days when they occur within the term of the school, upon school days, by law; and the time should be counted the same as if the school had been in session. It is a very trifling matter to the district if the holidays are given to the teacher, but it is not so if he is required to lose them. The teacher's expenses are the same whether he works or not, and all are aware that in almost every school district in the state it is utterly useless to attempt to secure the attendance of the pupils at school on any of the holidays to any extent. I earnestly urge that this clause be changed so as to read, "Teachers shall not be required to teach on legal holidays or fast days appointed by state or national authority, and when such days occur during the term of school upon any school days, the time shall be counted as a part of such school term whether school be actually taught on said days or not."

#### CUSTODY OF TAX FUNDS IN UNION DISTRICTS.

The 45th section of the law in force previous to the present one, provided that "when a district is composed of parts of two or more townships, the directors shall determine and inform the collector or collectors, in writing, under their hands as directors, which of the treasurers of the townships from which their district is formed shall demand and receive the tax money collected by the collector, as aforesaid."

The present law does not contain this provision, and without it the collector is compelled to pay all the taxes to the treasurer of the township in which such collections are made, and the directors cannot require the money to be paid to the treasurer most convenient for the district, but each of the treasurers is the custodian of all the tax money collected in his own township for school purposes.

The result is that in a large number of districts the tax funds are in the hands of two or more treasurers, with each of whom the directors are obliged to keep separate accounts, and orders must be drawn on each of them when the money is needed for the necessary school expenses, thus subjecting the directors and teachers to much needless trouble and annoyance, which would be avoided if the money were paid to one treasurer as formerly. The law as it was previous to the present one was satisfactory to all, unjust to none, and caused no inconvenience. It is respectfully recommended that the provisions be again incorporated in the law by amending the section named.

#### DISTRIBUTION OF PUBLIC FUNDS.

The 34th section of the school law provides that the state, county and township funds shall be apportioned to the several school districts in which schools have been kept in accordance with the provisions of the law, in proportion to the number of persons under twenty-one years of age, in each. This mode of distribution is in many cases unjust and unfair. The citizens of a large majority of the districts in the state tax themselves heavily to build good, convenient and comfortable school houses, employ good teachers at fair and liberal salaries in order that they may secure good schools, while in other districts the people are indifferent as to the kind of schools that are provided for the education of the children, and unwilling to tax themselves to build comfortable school houses or support good and efficient schools. The poorest and most uncomfortable house in the district is not unfrequently found to be the place where the children are expected to spend the day upon the attendance of what is called a school. The cheapest and often the poorest teacher that can be found is employed by such districts, because he is willing to "keep school cheap," and the result of this policy is, poor schools with but a very few children in attendance, and no interest in school affairs either by the people, school officers or children. The only object the citizens of such districts have in supporting anything resembling a school, is to secure their portion of the public funds, and this is in some cases nearly all that is provided for the support of the school. Such a district, under the present mode of distributing the funds, receives just as much money *per capita* as does the district that supports a good school, and taxes the inhabitants for its support.

The two districts may be of the same size, have about the same amount of taxable property, and the same number of children of school age, and should secure about the same attendance in the schools. The one has nearly every person of school age attending the school, because it is a good one, while the other only a small fraction of those of school age are in attendance, and those who do attend are irregular *because the school is poor*, and is considered worthless, even by the *people themselves*; in the one, the children are in regular attendance,

while in the other the time of the children is worse than wasted. In the one, the children are taught useful lessons for after life, while in the other idleness and waste are the result. Yet the district that supports only a poor school, and often worse than none, gets the same amount of the public fund as the one does that supports a good and efficient one at the cost of the taxpayers, and secures the attendance of its youth. In regard to the public funds, both are placed on a equal footing. In view of these facts, and that they do exist no one can deny, the law relating to the distribution of the funds, in justice to those who provide ample means for the instruction of the children, should be changed at an early day.

I respectfully recommend that the law be so amended as to allow the distribution of the public funds by the trustees only on the grand total number of days attendance in each district. This method of dividing the funds will secure to the districts that support good schools the portion of fund to which they are justly entitled, while the others will receive all that can be claimed in equity for them. By the present plan of distribution a very important incentive to support good schools and secure a full attendance is taken away, since every district receives the same, whether the attendance is great or small. I therefore earnestly urge the General Assembly to give this question the attention it so justly deserves.

## FINES AND FORFEITURES.

The 82d section of the school law provides that the fines, forfeitures and penalties imposed and collected shall be paid to the county superintendent for the benefit of the school fund of the county wherein the same are collected. The amount collected as shown by the reports of the county superintendents was only \$8,118 60 for the year 1877, and for 1878, \$8,763 65 was received.

The following gives the counties in which fines and forfeitures were collected by county superintendents as reported for 1878:

Bond.....	\$119 98
Calhoun.....	88 00
Cass.....	339 84
Coles.....	141 00
DeWitt.....	681 75
Douglas.....	60 80
Edgar.....	129 21
Edwards.....	54 19
Fulton.....	356 52
Greene.....	12 14
Grundy.....	59 87
Hamilton.....	150 00
Hancock.....	245 84
Iroquois.....	450 58
Jackson.....	34 27
JoDavies.....	843 58
Kankakee.....	26 28
Macomb.....	68 30
Macoupin.....	396 59
Madison.....	156 60
Marshall.....	85 88
McLean.....	668 40
Menard.....	187 00
Mercer.....	400 00
Monroe.....	142 80
Moultrie.....	170 32
Pike.....	158 60
Putnam.....	288 90
Randolph.....	65 36
Saline.....	933 95
St. Clair.....	393 14

Warren .....	\$43 00
Wayne .....	22 90
White .....	314 73
Whiteside .....	384 05
Williamson .....	200 73
Winnebago .....	32 00
Total amount received .....	\$8,763 65

Out of the one hundred and two counties of the state, only thirty-seven report as having collected any money from fines and forfeitures, and in these only a very small part of the amount that should have been collected and placed to the credit of the school fund. A comparison of the earlier reports of this department will show a marked difference in the amount collected in former years, under the provisions of the statutes then in force, and at the present time. The decrease of the amount collected by the superintendents is not owing to any diminution in the amount of such fines and forfeitures, imposed or incurred annually, but on the contrary, the amount of the penalties is constantly on the increase. The decrease in the amount received from these sources for school purposes is caused by the defective provisions of the statutes in relation to the collection of the funds in question, and the limited amount of time allowed to the county superintendents, in many of the counties. It cannot be expected that these officers will give the attention that is required for the proper performance of their duties, so long as the remuneration fixed will not afford them a respectable living at least. If they are allowed only half as many days as are required to perform the duties of the office, which is the case in many counties, that the law requires them to perform, it would be absurd and unreasonable for any one to suppose that the fines and forfeitures will be collected, so long as no compensation is allowed them for this work. It is therefore respectfully recommended that the provisions referred to be amended, so as to insure to the school funds of the several counties the full amount legitimately accruing to them from the sources mentioned in the 82d section of this act, or to strike out the provisions altogether, and not accord to the funds sources of increase and benefit that are not made available. It is, however, believed that if the statute is properly amended, and the superintendents are allowed a reasonable compensation for attending to the collection of the fines and forfeitures, that it will increase the income due to this fund at once from \$8,763 65 per annum, as now reported, to a sum not less than \$100,000 or \$125,000, and probably more. The greater portion of the sum now received by the superintendents is paid voluntarily by the several courts, and not because the books are examined and settlements made, as is required by law.

#### SCHOOL SITES.

It frequently happens under the present provision made by the school law for the location of school sites, that directors are unable to procure an eligible and suitable one for a school house because the owner of the land refuses to sell and convey the same. Very great inconvenience to the people of the district, and serious obstacles to the public interests, have often been the result because suitable school sites could not be secured. Directors are frequently compelled to build the school

house away from the center, and upon ground not at all suitable for school purposes; thus subjecting a large portion of the people of the district to great inconvenience. Provision should be made in the school law for the condemnation of proper and appropriate school house sites in certain emergencies, when the public interest demands it, and when owners will not sell as is now provided by law in other public affairs.

#### BONDS OF TOWNSHIP TREASURERS.

Under the provisions of the law, township treasurers are required to be elected and give bonds annually. This provision not unfrequently is the means of preventing good men from accepting this very important office, and in consequence of it unfit and incompetent men are chosen because responsible and competent ones will not serve under the present requirements. I respectfully ask that the law be so amended as to require treasurers to be elected, and bonds to be made and approved by the trustees and filed with the county superintendent biennially, instead of annually. Good and competent men are unwilling to submit to the annoyance of making out new bonds and giving security every year.

#### ROAD LABOR.

The school law exempts school officers from road labor, but the general statute requires that all able-bodied men between certain ages shall render this service. Directors and trustees are required to perform the duties of their offices without compensation, and it would seem but simple justice to those performing these duties gratuitously that they should be free from road labor.

#### MEETINGS OF SCHOOL DIRECTORS.

It is respectfully recommended that the 42d section of the school law be so amended as to require each board of school directors to hold stated or called meetings for the transaction of business; and also that boards of school directors be forbidden to exercise any of the corporate powers conferred upon them by law except at stated or called meetings, and also provide that any business transacted, contracts made or orders drawn for the payment of money, shall be illegal and void unless a record is made of the same at the time of such meeting of the board. The 80th section provides that boards of education shall keep records, and upon all questions involving the expenditure of money the yeas and nays must be taken and entered on the records of the proceedings of the board. If the 42d section is amended as suggested above, the reprehensible and vicious practice of making contracts and drawing orders on the treasurer on the street corners, in the fields, in the shops, and wherever else a director may happen to be found by the party interested, without consultation with the other members of the board, would cease.

At the present time the official business of the school directors in a large majority of the districts of the state, is transacted without the least consultation, and many vicious and often illegal contracts are *made by this mode of doing the business, that would not be entered*

into were the board required to do such business only at a regular called meeting, where an interchange of the views of the different members of the board, or a majority of them, could be secured. Under the present manner of transacting the business, unscrupulous agents often induce members of the school board to purchase worthless and useless articles of apparatus, charts and maps which are not of the least value to the district or the school, but are often absolutely an injury.

Teachers who are incompetent are frequently employed because the members of the board are individually induced to give their consent which, in most cases they would not do, were they to consult with each other. Many other important business matters are also transacted in the manner indicated, such as the purchasing of fuel, furniture and other needed supplies, making repairs, etc., without having any record made by the clerk—the several directors affixing their signatures or giving their consent to the transaction, one by one, wherever they happen to be when the business is presented. All the official transactions of whatever kind relating to the schools or school business, should be made valid only when transacted at a regular or special meeting of the board, and duly recorded by the clerk; and on questions involving the expenditure of money, an explicit record should be required to be made in the proceedings of the board, giving the items in detail for which such money was expended, and any expenditure of money or any other transaction not so recorded should be made illegal. This section should also be so amended as to give the power to the board to appoint some competent person clerk, whether a member of the board or not, and not *compel* the board to elect one of their own number. Frequently three good men are elected as directors, neither of whom is really competent to keep the records and accounts of the district as they should be kept.

#### SETTLEMENT OF DIRECTORS WITH TOWNSHIP TREASURER.

The provisions made in section 63 of the law for the settlement of directors with the township treasurer, should be made mandatory, and the payment of directors' orders declared illegal until after such settlement has been absolutely made.

#### ORGANIZATION OF BOARDS OF DIRECTORS.

The law does not fix a time in which a board of directors shall organize for business after the annual election, and this omission is frequently the cause of trouble. Many boards never really organize as is required by law, but continue to transact business without organization, and without keeping a record of their transactions. It is recommended that section 42 be so amended as to require the members to meet and organize, within ten days after the annual election is held, by selecting one of their number as president and some competent person as secretary, and report the same to the township treasurer. In this way the treasurer will be advised officially who the officers of the various boards of directors in his township are, and the business of the district, will thus be systematically transacted.

## OATH OF OFFICE.

The question whether school officers were required to take an oath of office before entering upon their duties, was often raised for some time after the adoption of the constitution, and it seemed to have been settled in the affirmative by the provisions made in section 25, article 5. The supreme court, however, in the case of "School Directors vs. The People, etc." [79 Ill. p. 511] decided this question as follows: "The statute does not, in terms, require of school trustees, or directors, the taking of an oath of office. It certainly has not been understood by the legislative department that this constitutional provision is self-executing, as express provisions of law have been enacted, prescribing with particularity every essential step to be taken by each person elected or appointed to an office, the mode of election or appointment, the giving of bonds, the manner, time, etc., of taking the oath of office, (where such oath is required), in order to become qualified to perform the duties of the office. If it were supposed that this constitutional provision was self-enforcing, all the numerous laws requiring the taking of official oaths would be supererogatory. But the section of the constitution referred to expressly leaves it in the discretion of the legislature to exempt "inferior officers" from taking the prescribed oath of office. The township treasurer is appointed by the board of trustees of schools, and falls within the designation of "inferior officers." As the legislature, in prescribing the pre-requisites to the right to perform his official duties, has required only that the township treasurer shall be a resident of the township, and neither a trustee nor a director, and be appointed by the trustees, and give an official bond in a sufficient amount to cover all liabilities, it is not unreasonable to infer the legislative intention, that he should not take an oath of office; as in the very many cases where the legislature have intended an oath of office to be taken, they have so directed, prescribing the particulars in regard thereto, as to the manner, time, etc. Not requiring an oath of office to be taken, is the dispensing with it by the legislature in this case. Where, by the law, there appears a manifestation of the intention of the legislature that an inferior officer should not be required to take an oath of office, there is, in our opinion, a sufficient exemption by law from taking the oath of office, within the intent of the constitutional provision."

## BOARD OF EXAMINERS.

The words "or board of examiners," in section 51 of the law, should be stricken out wherever they occur in said section, so as to conform with the provision of section 50 and all other parts of the law. There is no use or need for such a board, because it is made the duty of the county superintendent to examine teachers and grant certificates to such persons as he may find qualified to teach the several branches enumerated in the law. The law does not provide by whom such a board shall be appointed, or how it shall be paid for services rendered, if it should be created.

## RETURN OF TAX CERTIFICATES.

The 44th section of the school law makes it the duty of school directors to return the certificates for district school taxes to the town-



ship treasurer on or before the first Monday of September in each year, and the same section makes it the duty of the treasurer to return said certificate on or before the second Monday of September, annually, but the revenue law (revised statutes of 1874) provides that all certificates of taxation shall be returned to the county clerk on or before the second Tuesday of August. Many of the boards of school directors are not conversant with the provisions of the revenue law and are governed by the school law only, so that frequent difficulties arise in the return of these certificates. It is therefore recommended that the 44th section of the school law be amended to correspond with the 122nd section of the revenue law.

#### ASSESSED VALUATION OF TAXABLE PROPERTY.

School directors are frequently embarrassed in the assessment of school taxes because they are not advised of the amount of the taxable property of the district, and have no means of ascertaining the assessed valuation without examining the books of the county clerk, which is often attended with difficulty and inconvenience. I therefore recommend that it be made the duty by law for the county clerks of the respective counties to furnish the township treasurers of the several townships, a certified statement of the assessed valuation of the taxable property in each of the school districts of the township, as equalized by the state board of equalization, immediately after receiving the same, for the information of directors.

#### TEACHERS' CERTIFICATES.

Section 50 of the school law provides that the county superintendent of a county in which a county normal school is established, shall receive the diplomas of graduates of such schools as sufficient evidence of qualifications to entitle the holder to a first grade certificate. This provision is believed to be unfair to other teachers who are obliged to be examined and often better qualified to teach than the graduates from these schools. Graduates of the State normal schools are not even favored in this respect, but are obliged with all others to pass the examinations. I would respectfully recommend that this provision be stricken out, and all applicants for certificates be required to pass the required examinations, or extend the favor to all graduates of normal schools and other institutions of learning in which a course of study equal to that passed in the normal schools, is required for graduation. Section 52 requires that all teachers must have certificates of qualification at the time of their employment, obtained under the provisions of the law, and that no teacher shall be paid any part of the public fund who has not obtained such a license. The question has been frequently raised, what is meant by the word employment.

Some have held that a teacher must have a certificate at the time the contract is made between himself and the board of directors, while others have claimed that the law was complied with if he secured a certificate before entering upon his duties as teacher. The supreme court however settled this question in the case of *William D. Wells v. the People ex. rel. Henry Daniels*, (71 Ill. p. 532) in which it is

held by the court "that the directors are expressly empowered to employ teachers, fix the amount of their salaries, but they cannot employ a teacher, who has not a certificate of qualification, at the time of such employment, as provided for by the school law, and any contract made with a teacher not having such certificate, is void, and is not susceptible of subsequent ratification." This decision of the court disposes of the question, and defines what is meant by the law.

The law is also indefinite in relation to the time the certificate under which a contract is made remains in force or existence, provided the time for which the certificate was granted expires during the validity of the contract.

The law emphatically provides that teachers' certificates shall be of two grades, and those of the first grade shall be valid for two years, and those of the second grade for one year. It is held by some that a contract made during the validity of the certificate is binding, though the time for which such certificate was granted expired soon after such contract was entered into. During my term of office I have always ruled that a certificate is good only during the period for which it was granted by the county superintendent, and that it can never be made to depend upon the contract, but that the validity of the agreement entered into depends entirely upon the validity of the certificate. There is no provision made by law by which the time of the certificate can be extended except by the endorsement of the superintendent, and it would at least be fair to presume, if it had been the intention of the legislature to extend the time for which the certificate is granted, that some provision would have been incorporated in the law. Many difficulties in various portions of the state, have arisen under this provision of the law, and such difficulties will continue to arise so long as the law remains indefinite on this question. It is earnestly recommended that it be so amended as to make the teachers' certificate valid during the time of his contract, provided such contract does not extend beyond a term of three months from the date of the agreement. It is right that the law should be mandatory on this important question, but it is equally right that it should be made so plain that it may be easily understood by school officers and teachers.

#### SCHOOL PROPERTY AND SCHOOL FUNDS.

The law provides that school trustees may purchase real estate, if, in their opinion the interests of the township fund will be promoted thereby, in satisfaction of any judgment or decree in which the board are plaintiffs or complainants, and the title of such real estate so purchased shall vest in said board for the use of the township, for school purposes. In many parts of the state such real estate, purchased by the trustees, has been subject to taxation, which is clearly contrary to the intention of the law. It has always been held by this department that the school fund and the property purchased with any part of this fund, belongs to the state, and that neither the fund or the real estate, could be taxed for any purpose whatever.

The supreme court in the case of the city of Chicago v. the People ex rel. Henry B. Miller (80 Ill. p. 384) clearly sustains this ruling, and the decision of the court is worthy of careful attention because *this important question is settled for all time to come.*

"By the 6th section, clause 1, of the act of congress of the 18th of April, 1818, (3 stats. at large, p. 428) it was enacted that, 'the section numbered 16 in every township, and when such section had been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the state, for the use of the inhabitants of such township, for the use of schools.'" The 16th section was sold and the money loaned for school purposes, and by the foreclosure of mortgages to secure the loan of the same, the title was acquired by the city, and it is held for public school purposes. By an act approved on the 15th of January, 1825, R. L. 1833, p. 560, sec. 19, the Auditor and Secretary of State were, under the discretion of the Governor, made commissioners of the school fund.

On the 22nd of January, 1829, the General Assembly passed an act authorizing the county commissioners to appoint a school commissioner in their respective counties, and the same act authorized him, in the mode therein prescribed, to sell the 16th section and loan the funds received therefor, and to pay the interest received thereon, to the trustees of schools of the respective townships. The law in this regard has remained substantially unaltered to the present time. No act of the General Assembly has ever granted the title to the school property and fund irrevocably to any body of persons. They have created corporate bodies to handle and control the fund for the use of the people, but that body has not parted with the power to control the fund in any mode they may choose, for the use of schools. They could, if disposed, deprive those to whom its management is entrusted, of the fund, and entrust it to others. Whilst the increase of the fund should be expended in the support of schools, the manner or the agency employed may be at all times controlled or changed by the state at pleasure.

The state is virtually a trustee of the fund, for the use of the people, and the municipalities and officers are but the agencies employed by the state in executing the trust. But the state has the power to resume the fund and use it for the purposes designated by the act of congress. This being so, the state is the real owner of the fund, to be held in trust for the purposes of the grant. Article 8, section 2, of the constitution of 1870, provides that "all land, moneys or other property donated, granted or received for school, college, seminary or university purposes, and the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made." This provision includes the lands and money embraced in the common school fund, also the college, seminary and university lands and funds in the hands of or under the control of the state. This constitutional provision amply provides for the preservation of, and clearly prohibits the perversion of the fund to other purposes. Under it the legislature has no constitutional power to appropriate any portion of this fund to defray the expenses of the state, counties or other municipal bodies, than those created for public school purposes; and the general assembly is, as we have seen, prohibited from directly appropriating this fund to state, county or municipal purposes, or any portion of it, and they cannot accomplish the same end by indirect means. If they can not so appropriate it directly, they cannot by the indirect means of taxation; because, so much as would be taken from the fund by *taxation would be an unconstitutional perversion of the fund to that*

7. Write a list of the auxiliary verbs of the English language. State for what purposes they are used, and illustrate by an example.

8. Write five sentences; the first containing a predicate nominative, the second an adverb modified by an adverb, the third two nouns in opposition, the fourth a noun used absolutely, and the fifth the word *that* used as a conjunction.

9. Parse the words in italics in the following sentences: "He was allowed his *liberty*," "*Whichever* road you take will bring you to the city," "They hate *each* other," "Jacob served seven *years* for Rachel," "I saw the dark clouds *open*, and, rolling over *one another*, gradually disappear."

10. What is meant by *simple*, *complex* and *compound* elements as used in analysis? Analyze the following:

"A fearless shape of brave device,  
Our vessel drives through mist and rain,  
Between the floating fleets of ice,  
The navies of the northern main."

### ASTRONOMY.

1. State in general terms of what the solar system consists. Give the names of the planets in the order of their distance from the sun.

2. Define zodiac, parallax, transit, and occultation.

3. What is the milky way? and what are true nebulae?

4. Define aberration and refraction of light. State how these interfere with astronomical calculations.

5. Mention *all* the *conditions* that conspire to produce the seasons and the inequalities of day and night on the earth.

6. What are the fixed stars supposed to be, and why?

7. How are the constituents of the solar atmosphere found by the use of the spectro-scope?

8. Tell what you know of comets.

9. How are the distances of the moon, sun and stars from the earth computed?

10. Explain the precession of the equinoxes.

### SCHOOL LAW.

1. What are the principal official duties of county superintendents of schools?

2. Whence does a teacher derive his authority to govern and manage a school? Who is authorized to make a course of study?

3. Give the more important powers and duties of (a) Trustees, (b) Treasurers and (c) Directors.

4. When are schedules payable, and what is the law in relation to interest on unpaid schedules?

5. Give some of the advantages to the teacher from having a written contract with directors? What is the legal month, and what days are legal holidays, and must the time lost on those days be made up?

6. What school elections can be called by the Treasurer or Superintendent?

7. What are the qualifications for a voter at a school election? What are the qualifications required of Trustees and Directors?

8. Explain the division of the school funds by the County Superintendent to townships, giving the basis of the distribution and the sources of all the funds distributed.

9. What is the law as to duplicate schedules in case pupils attend school from two or more districts? In case the district lies in two or more townships?

10. In whom is the title of district school property, and in case of sale who gives the title?

State uniformity would fail to accomplish the principal object in view—a diminution of expense, but on the contrary, I believe it would be the means of increasing the cost of books in the aggregate, in addition to all the other objections that present themselves. If the law were to be put in force to day, all the books now in use and not in the prescribed list would of necessity be laid aside.

The present population of the state is estimated at three and a half millions, and allowing five persons to the family, on an average, we have seven hundred thousand families; and estimating the value of the text books, maps, charts, etc., now on hand and in use in the schools, at an average of three dollars per family, we have the enormous sum of two million one hundred thousand dollars of capital invested, which would be all or nearly all lost to the people; and to supply the schools with new books, maps, charts, etc., by state uniformity, would, it is believed, cost not less than the value of those now in use, which would make a total expense of not less than four millions of dollars, at the very lowest estimate that can possibly be made. This estimate, however, is made on the supposition that, if state uniformity were inaugurated, an entirely new list of text books would be adopted, and that such would be the result there can be but little doubt. In states where uniformity laws have been enacted, this has always been the result, and even in the counties of our own state, where county uniformity has been attempted by self-constituted committees, through the influence of designing agents, such has invariably been the case, and it is fair to presume, judging from all past experiences, that the same policy would be pursued if a uniformity text book law is ever enacted and enforced.

Experience everywhere has shown that all stipulations, contracts and guarantees have been mere subterfuges against the devices of persons invested by law with exclusive privileges and monopolies of all kinds, and the same will be true if ever the supply of text books for the use of schools in the great state of Illinois is placed in the hands of a central board composed of a few individuals. The people of the school districts are better qualified to manage their own local affairs, under carefully guarded laws, than it is possible for a centralized authority to manage these for them.

There are also some disinterested people, and many not so disinterested, that have advocated that the state should engage competent persons to prepare a uniform series of text books for all the schools, or procure a copy-right of such a series from outside parties, and publish the books and furnish them at reduced rates. At first sight this theory may appear feasible, but upon careful examination it will be found that there are very serious objections to such a plan. The same objections are apparent in such a measure as those urged against the plan of supplying them through a central board, by contract, under a uniformity law, exclusive of all others; and in addition to this, the establishment of a great state "book concern," to publish and send out text books, to the value of millions of dollars annually, would be to create an evil many times worse than the one now complained of. That many of our school books cost more than they should, cannot be denied, but this evil cannot be remedied by creating a great monopoly under any system that can be devised. After carefully studying *this subject* during the past four years, and after consulting with

many teachers and school officers of the state, I am led to the conclusion that all attempts at state uniformity are pernicious and against the best interests of the common schools, for the following reasons:—

(1.) A law to secure it could only be partially enforced, if at all, and such a law is generally worse than none. This is abundantly proved by the experience of ten states, where it has been tried and failed; as in Missouri, California, Minnesota and others. (2.) If enforced, the special needs of many of the schools and classes of our people cannot be so well met as they can by the people themselves. (3.) If enforced, it would have a tendency to alienate many who are now supporters of public schools, and tend to lessen the popularity of the system. (4.) If enforced, it would be the means of destroying at least one and a half to two million dollars worth of books now in use, and require an equal amount of money to supply the schools with new books. (5.) If enforced, it would prevent the introduction of new and improved books by school boards, and thus in many cases seriously affect the progress of schools. (6.) If enforced, it would create a school book monopoly, which in the end would inflict a much greater burden upon the people than the one now complained of. (7.) If enforced, it would perpetuate the mischief of any poor or bad books upon the state list, depriving even those in authority of the power to change them. Other objections could easily be urged against a state uniformity, but it is believed to be unnecessary at this time, to extend this enumeration.

The 48th section of the school law provides "that boards of directors shall direct what branches of study shall be taught, and what text books and apparatus shall be used in the several schools, and strictly enforce uniformity of text books therein, but shall not permit text books to be changed oftener than once in four years." This provision is faulty because it imposes no penalty upon boards when this provision of the law is violated. In many portions of the state, this condition of the law has been entirely disregarded by the directors, and the people have no power to enforce it because there is no penalty attached. I would respectfully recommend that the provision be amended by providing for a severe penalty in cases where the law is violated in this particular, and that the time be increased from four, to five or six years.

Directors should also be given authority to supply indigent children with the necessary text books at the expense of the district. I would urge that these books be not given to the children, but simply loaned to them while attending the school. There can be no question but that many poor children are deprived the privileges of the schools, because parents are unable to afford the money to purchase the necessary school books. The expense to the district will be but a mere trifle.

Some of our most successful teachers and school officers, and a large class of our people in many parts of the state, are advocating a system of free text books in every school district, to be furnished to every child while attending the school. In the main features of this plan I heartily concur, and I would recommend that directors be empowered by law to purchase the necessary text books when authorized to do so by the legal voters of the district, at an election held and conducted in the same manner as is required for other school elections. I am not prepared to place the whole power at present, in the hands of the directors, but I believe it is safe to leave the whole question

with the people, and if they choose to give this authority to the directors, they should be permitted to do so.

Free text books furnish many substantial advantages which mere uniformity cannot secure. The experiment has been tried in several of the states, and as far as I have been able to learn, it has been attended with good success.

Several school districts in our own state have, for some years furnished the necessary text books free of cost to the pupils, by lending them to those in attendance at the schools, and in every case, so far as reports have been made, with entire satisfaction to the people. The policy of furnishing text books free of cost is entirely consistent with—nay, the logical result from—our theory of free schools. School houses have been built at public expense all over the state, until our prairies are dotted with them so that there is one almost in sight of every man's door. Free seats, free maps, charts, blackboards and free instructors are furnished by every school district, and all this we believe to be right and proper. If text books are also made free to the children under proper legal restraints, and with the consent of the people, the attendance would unquestionably be largely increased in nearly every school district in the state, and with proper precautions, the additional expense would be trifling for a term of years.

Parents in poor circumstances, and even those possessing moderate means, often find it a great burden to send their children to a school. There are many who absolutely cannot afford cessation of their children from productive labor in order to secure for them even the advantages of a sufficiently continuous and protracted connection with the school, for the acquirement of even a fair common school education, and the cost of the necessary text books, constantly recurring, is an important consideration to them. Let those who are accustomed to boast of our "Free" school system, and become indignant over the statistics of non-attendance, and call loudly for compulsory laws to drive into the schools, the children of the parents who are believed or reported to be indifferent as to their training, conscientiously and thoroughly investigate the true causes of non-attendance, and they will probably find that indifference is but a very small part of the reason why their children do not attend schools.

The three principal causes that detain many children from attending the schools are, the inability on the part of the parents to purchase suitable clothing, to allow a cessation from labor, and to procure the necessary text books; and upon investigation it will be found that these three sources of expense are the absolute cause of a very large proportion of the non-attendance. Indifference on the part of most parents is not the cause of the illiteracy that exists to such an alarming extent at the present time, but the non-attendance of the children of the state is due to causes less disgraceful to our human nature. Illiteracy, in all portions of our country, is confined almost exclusively to the extremely poor, and is the result of poverty, rather than an indifference on the part of the parents, or a disregard for their children's best interests, in not securing for them the intellectual culture so necessary for their future welfare.

If this be true, then, the state, before seeking compulsory attendance, *should seek* to remove as many of the barriers as possible that

5. What membranes cover the brain? How many cranial nerves are there?
6. Describe the process of digestion and tell how the chyle and chyme reach the blood.
7. Why is ventilation important?
8. Describe the larynx and tell how the sound of the voice is produced.
9. Describe the circulatory system.
10. State five of the most important laws for the preservation of health.

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### DIDACTICS.

1. State how you would proceed in classifying, and what grades you would establish in an ordinary district school.
2. How do you proceed in teaching children the alphabet and the elements of reading?
3. How much time should be given to general exercises?
4. What is your idea of the propriety of detaining pupils, who are deficient at recitation, for study after school hours?
5. To what extent do you assist pupils in the preparation of lessons?
6. State your views regarding school punishments; of what kind they should be; when and how inflicted, and the ends to be had in view in their infliction?
7. What self-preparation should a teacher make before coming before her class?
8. To what extent do you consider the system of marking deportment and recitations desirable?
9. Do you make a practice of going over a lesson with your pupils before it is learned, in order to direct their attention to special points?
10. To what motives do you generally appeal in securing good order, regular attendance and thorough work?

These questions are prepared by persons selected by the superintendent of public instruction, and printed under his direction. They were sent to the county superintendents in charge of the examinations, and were given out by them as they were wanted by the candidates during the examination. Everything was done to make these examinations thorough that it was possible to do, and every effort was made to avoid anything like unfairness. The committees appointed to examine the work of candidates did their work faithfully and honestly. The certificates issued, with only a very few exceptions, have been granted to teachers who are pre-eminently worthy of them, and are among the very best in the state. My aim in the performance of this part of my official duty, as well as in all others, has been to comply strictly with the provisions of the law, and to guard carefully against granting this testimonial of qualification to anyone who was not worthy of it. The state certificate is the highest testimonial a teacher can have, and the examinations should continue to be conducted in such a manner as to increase its value.

The character and ability of persons asking for a license to teach in schools of the state, cannot be too rigidly scrutinized before this authority is conferred upon them. The success and efficiency of the schools depend almost entirely upon the character of the teachers employed in them.



is to visit them, who is generally competent to give advice or give instruction in any of the branches taught in them. Schools must have supervisors if they are to accomplish what they should, or what the law contemplates they shall accomplish, and this work can only be done by the county superintendent.

#### BOARDS OF EDUCATION.

The 80th section provides, in the 5th clause, that boards of education shall not "purchase or locate a school house site, to purchase, build or move a school house, or levy a tax to extend schools beyond the period of ten months in each year, except upon a petition of a majority of the voters of the district." This provision often causes great inconvenience to those boards, and imposes heavy burdens upon them unnecessarily. I would respectfully recommend that clause 5, of this section, be amended so as to read as follows: "That it shall not be lawful for such board of education to purchase or locate a school house site, to purchase, move or build a school house, or levy a tax to extend schools beyond the period of — months in each year, except upon a vote of the people, at an election called and conducted as required in the forty-second section of this act. (A majority of the votes cast shall be necessary to authorize the boards of education to act.)"

#### CHOICE OF STUDIES.

The supreme court in the case of "The People vs. Martin VanAllen," rendered the following important decision, and it is given in full as reported in the papers, because of its importance to school officers and teachers. The question of the right of choice of studies in the schools, by parents or guardians, has been fully discussed in several of the reports of this department previously prepared, to which attention is respectfully called. The opinion is of importance to parents and teachers, inasmuch as it allows the parents a right to choose what studies their children shall pursue under certain restrictions.

The case came in the form of a petition for a *mandamus*, in which the relator set out that he had a son who had passed through the various grades in the district school, and had applied for and passed the required examinations preparatory to entering the high school. He was admitted, it being stated that his parents desired that he should not be required to study English grammar. He attended the school regularly for several days, when he was kept at home by reason of illness, but when he presented himself again for admission he was refused, and was informed that he would not again be admitted until he had passed the required examination in English grammar:

"The respondents demurred at the petition. The court overruled the demurrer, and the respondents failing to answer over, the court gave judgment that a peremptory writ of *mandamus* issued to the respondents, commanding them to forthwith admit Frank Van Allen, the son of the relator to the high school in township 40, 14, in the town of Lake View, Cook county, ILL., with leave to pursue such studies therein in which instruction is given, as he is qualified to pursue, and as the relator may from time to time direct.

The respondents appealed to this court, and assigned for error the overruling of the demurrer.

Following is the opinion by Schofield, C. J.

The objection that the court below should have sustained the demurrer, because of the multifariousness in the petition, cannot authorize a reversal of the judgment. At common law such an objection to the alternative writ, on motion to quash, would have been good. (*Tapping on mandamus* p. 324.) But the judgment awarding the peremptory writ here, is in a single case, only requiring the performance of but one act, namely, the admission of

the relator's son to the high school; and since by clause 5, section 6, of the chapter relating to amendments and Joefails, (R. S. 1874, p. 138) we are prohibited from reversing a judgment as well in actions for mandamus as in other actions of law (Id. Sec. 9, for any "mispleading or insufficient pleading," it can be of no consequence how many other cases the pleader improperly attempted to include in the petition. It is sufficient if the case in which the judgment is given is stated in the petition, and it authorizes the judgment.

The substance of the case stated in the petition, and which we are to consider as made out, is, the relator's son bore the requisite examination, and was sufficiently proficient in the branches of education taught in the high school to entitle him to admission as a pupil therein, with the exception of grammar, which study the relator forbade him to pursue; but because of his deficiency in grammar alone (he possessing all the other qualifications prescribed and necessary for his admission as a pupil in the high school) he was excluded.

The high school was established under the fourth clause of section thirty-five of the school law (R. S. 1874, p. 957) which is as follows:

Upon petition of fifty voters of any school township, filed with the township treasurer, at least fifteen days preceeding a regular election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election "For" and "Against" a high school will be held at the next ensuing election of trustees, and the ballots to such effect shall be received and canvassed at such election; and if the majority of the voters at such election shall be found to be in favor of a high school, it shall be the duty of the trustees of the township to establish at some central point, most convenient for a majority of the pupils of the township, a high school for the education of the more advanced pupils.

The next clause provides:

For the purpose of building a school-house, supporting the school, and other necessary expenses, the town shall be regarded as a school district, and the trustees shall have the power and discharge the duties of directors for such district in all respects.

It is apparent the object of the legislature was simply to increase the facilities for acquiring a good education in free schools. The high school thus established, can no more be controlled for the benefit of some to the exclusion of others, than can the district school. All children in the township within the prescribed ages for admission into the public schools, have equal rights of admission into the high school, when they are sufficiently advanced to need its instruction. It would be contrary to natural right and the manifest purpose of the legislature, to hold that the high school by arbitrary and unreasonable regulations of the trustees, should be practically closed to all but a favored few. Every taxpayer contributes to its maintenance, and there should be no arbitrary regulation to prohibit the enjoyment of its benefits in equal degree by all.

It is of course to be kept in view that its purpose is the teaching of more advanced branches than those taught in the district school, and that to insist that precisely the same studies should be pursued there as in the district school, would be to defeat the purpose of calling it into existence.

The powers and duties of the trustees being with respect to the high school the same as those of directors with respect to the district school, it becomes necessary to ascertain what are the powers and duties of directors with respect to district schools. So far as they affect the question before us, they are to adopt and enforce all necessary rules and regulations for the management and government of the schools; to direct what branches of study shall be taught, and what text-books and apparatus shall be used, and to enforce uniformity of text-books. (R. S., 1874, p. 962-3. Sec. 48.) Here then is power to decide what branches of study shall be taught in the high school, what text-books shall be used, and to prescribe necessary rules and regulations for the management and government of the school. It is however, implied that in all these respects they shall act impartially and reasonably, for no one would pretend that an act grossly partial, or a rule or regulation unquestionably injurious to the pupil, or so absurd as by its enforcement to bring the school into universal contempt, could be sustained. It is an indispensable element to the validity of all by-laws, (and such is in effect the rules and regulations here authorized), that they be reasonable; and whenever they appear not to be so, the courts must, as a matter of law, declare them void. To render them reasonable, they should tend in some degree to the accomplishment of the objects for which the corporation was created, and its powers conferred (Cooley Constitutional Limitations, 1st edition, p. 200). It is unquestionably reasonable that pupils shall be classified with respect to the several branches of studies pursued, and with respect to proficiency or degree of advancement in the same branch; that there shall be prompt attendance, diligence in study, and proper deportment.

All regulations or rules to these ends are for the benefit of all, and presumptively promotive in the interest of all. No parent has the right to demand that the interests of other children shall be sacrificed for the convenience of his child, and he cannot consequently insist that his child shall be placed or kept in particular classes, when, by doing so, others will be retarded in the advancement they would otherwise make, or that his child shall be taught a study not in the prescribed course of the school, or that he shall be allowed to adopt methods of study that interfere with others in their studies. The rights of each one are to be enjoyed and exercised only with reference to the equal rights of all others.

But the policy of the school law is only to withdraw from the parent the natural right to select the branches to be studied by the child, to the extent that the exercise of such right would interfere with the system of instruction prescribed for the school and its efficiency, in improving education, to all entitled to share in its instruction. This is manifest from the fact that no statute has ever assumed to make any degree of education compulsory, or to require as a condition of admission to the public schools that the pupil shall pursue any designated branch of study, the constant object of the school law being merely to provide schools for the education of the children, leaving it optional with parents to avail of them or not, and to what extent.

In no school, perhaps, is every pupil required to pursue, at the same time, every branch of study taught therein, and in most primary schools such an idea would be im-

the committee awarded the first premium for general work to the Lake View high school. The following is the report of the committee:

#### REPORT OF COMMITTEE.

The first premium is awarded to the Lake View high school, for the excellency of the work, and also the advanced grade of the branches of study examined.

MARY L. CARPENTER, { Committee.  
C. C. SNYDER.

The second premium for general work was awarded to the Mendota high school; William Jenkins, principal. The report of the committee is as follows:

#### REPORT OF THE COMMITTEE.

The second premium is awarded to the Mendota high school, for the excellence of the work, and also the large extent of subjects presented. While other schools presented excellent work, that of this school was more voluminous, and covered a larger range of branches taught than any other.

It seems from the reports given, that specimens of penmanship and drawing were not sent in by the high schools, and therefore no awards were made.

#### PRIMARY DEPARTMENT.

The number of primary schools represented is not reported to this office, and it is impossible now to ascertain.

The first premium for spelling was awarded to the primary schools of the city of Springfield, and the second premium was given to the primary schools of the city of Mendota.

#### PENMANSHIP.

The primary schools of the city of Freeport were awarded the first premium in penmanship. The second award was not reported to this office.

#### DRAWING.

The first premium for drawing was awarded to the primary schools of the city of Champaign, District No. 2; Eugene DeBurn, principal, and the second to the primary schools of the city of Freeport; C. C. Snyder, superintendent.

The committee highly commend both these schools for the excellence of their work in this branch.

#### ARITHMETIC.

The first premium was awarded to the schools of the city of Evanston, and the second to the city of Springfield. The committee in their report says, that the schools in the cities of Evanston and Springfield in their opinion rank first, but the exhibit of many of the other schools represented is worthy of high commendation.

#### NATURAL HISTORY.

The only primary schools represented, were those of the city of Freeport. The first premium was awarded to them.

It has been decided that applicants for state certificates shall be required to comply with the following:—

#### TERMS AND CONDITIONS:

1. Candidates for examination must furnish evidence of good moral character, and testimony of having taught with decided success, not less than three years; one year of which must have been in this State.

2. Evidence as to character and successful teaching should be furnished to this department before the time of examination.

3. The statement of the candidate as to the time he has taught will be sufficient. Evidence of moral character may be given by one or more reliable citizens of the community in which the party resides; or, if he is personally known by the State Superintendent, the president of either of the normal universities, or any one of the board of examiners, nothing further will be required. Proof of having taught successfully must be furnished from school boards by whom the candidate has been employed.

In determining the merits of the papers, the examiners will be guided by the following suggestions:

The branches are arranged in three groups, and a definite number fixed upon, on a scale of 00, as the average required in each group—also a minimum in each branch. If a candidate fails to obtain the average required in any group, or the minimum in any branch, the certificate will not be issued. If a candidate succeeds in securing the required average in all the groups and the minimum required in each of the branches, he is entitled to a certificate; should he fail in three branches only, he will be recorded as having passed in the remaining branches, and may be re-examined, at a subsequent regular examination, in the three in which he has failed. But should the candidate fail in more than three branches, he must enter again on the same terms as a new candidate, and no credit will be given him for the examination.

The regulation relating to the three branches does not apply to those who passed in a part of their examinations previous to 1876, but it will apply to those who were examined last year and thereafter.

In addition to written answers to the printed questions, candidates are also examined orally upon all topics that will properly admit of that form of inquiry—especially in reading, mental arithmetic, theory and practice, and other kindred subjects. In this way the applicant's practical teaching power, knowledge of the theory and methods of instruction, of school organization, classification, management, discipline, etc., can be best elicited.

The greatest care will be taken to make the examining *strictly impartial*. Candidates will be known during the examination, and until after the final award, by *numbers only*.

The Board, through the County Superintendent, will hand to each member of the class an envelope containing a card; on one side of the card will be a number, on the other side the candidate will write his name and post-office address in full. He will then enclose the card, seal the envelope and write the number that is on the card within, upon the envelope. The same number must be written by the candidate on each paper to identify it. The examiners will note the grade upon each paper opposite the number found thereon. When all the papers are examined, and the general average given, it will be placed opposite its proper number.

The County Superintendents, of the several counties, are designated to take charge of, and conduct the examinations in their counties, in place of the State Superintendent. Their duty will be to receive and distribute the questions and prevent any improper communication by members of the class; to see that the time allotted to each paper is given; and distribute the answers to the examiners. This may be done as soon as they are written by the candidates, and so, much time be saved. Thus, as soon as the papers on orthography are completed, the County Superintendent hands them to the Board of Examiners, who proceed at once to examine and mark them. By this method, the examination and marking of many of the papers may be completed almost simultaneously with their preparation.

It is suggested that the class, under the care of the County Superintendent, occupy a room separate from the Board of Examiners. By this division of the work and disposition of the parties engaged in it, it will not be possible for those who mark the answers to know the candidate—he simply marks a *number*. As the report of a Board of Examiners should always be made without knowing the name of the person examined, and as by this plan the Board can only see the number, all else being in the hands of the County Superintendent, the examination, in this respect, must be perfectly fair.

That the examiners may be able to judge of the general knowledge and ability of the applicant to write his thoughts clearly and correctly, a brief essay upon some familiar topic, announced at the time, will be required.

Should any delay in the receipt of results of the examinations occur, it will be borne in mind that the careful reading of several hundred pages of manuscript will require, at best, much time, but as soon as the report of the Examiners is received at this office, a statement of the standing of each candidate will be forwarded at once, and those who pass the examinations successfully will receive their certificates by express as soon as they can be prepared.

No certificates will be issued until the recommendations of the Boards have been carefully examined, and the papers compared with the marking as reported to this department, and the decision of the examiners approved.

Applicants should send their names, addresses and credentials to this office at an early day, and be particular to state which of the examinations they expect to attend, that the Board may be fully advised before the time of meeting.

Letters of inquiry may be addressed to the State Superintendent, or to any member of the Board of Examiners, for the place at which the candidate expects to attend.

A considerable number of the questions for examination this year have been prepared by some of the best teachers in the State, while engaged in giving instruction in the several branches.

It is hoped none will apply for admission to any of the classes, unless they feel confident of their ability to make respectable showing in results. It consumes the time of the examiners, and is a useless expense for a large class to enter the examination and few succeed.

In the written examination there will be but little variation from the following arrangement:

## GROUP I.

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|---|--|
| <p>Average required, 90.</p> <ol style="list-style-type: none"> <li>1. Orthography.</li> <li>2. Reading.</li> <li>3. Arithmetic.</li> </ol> | <p>Minimum, 75</p> <ol style="list-style-type: none"> <li>4. Grammar.</li> <li>5. Algebra.</li> <li>6. Didactics.</li> </ol> |
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## GROUP II.

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| <p>Average required, 80.</p> <ol style="list-style-type: none"> <li>1. United States History.</li> <li>2. Geography.</li> <li>3. Essay.</li> </ol> | <p>Minimum, 70.</p> <ol style="list-style-type: none"> <li>4. Geometry.</li> <li>5. Physical Geography.</li> <li>6. Natural Philosophy.</li> </ol> |
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## GROUP III.

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| <p>Average required, 70.</p> <ol style="list-style-type: none"> <li>1. Botany.</li> <li>2. Chemistry.</li> <li>3. Physiology.</li> </ol> | <p>Minimum, 60.</p> <ol style="list-style-type: none"> <li>4. Zoology.</li> <li>5. Astronomy.</li> <li>6. School Law.</li> </ol> |
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Examinations this year will be held as follows:

At Ottawa, LaSalle county, August 7, 8 and 9.

CONDUCTOR—R. Williams, County Superintendent.

BOARD OF EXAMINERS—H. H. Smith, Ottawa; William Brady, Marseilles, and G. B. Stockdale, Peru.

At Geneseo, Henry County, August 27, 28, and 29.

CONDUCTOR—B. F. Barge, County Superintendent.

BOARD OF EXAMINERS—J. F. Everett, Rock Island; George C. Loomis, Fulton, and Charles Riley, Geneseo.

At DeKalb, DeKalb County, August 27, 28 and 29.

CONDUCTOR—S. L. Graham, County Superintendent.

BOARD OF EXAMINERS—E. C. Smith, Dixon; C. E. Rosette, DeKalb, and P. R. Walker, Rochelle.

At Shelbyville, Shelby county, August 27, 28, and 29.

CONDUCTOR—H. S. Mouser, County Superintendent.

BOARD OF EXAMINERS—E. P. Murdock, Shelbyville; M. Moore, Charleston, and A. C. Hillman, Carbondale.

At Flora, Clay county, August 27, 28 and 29.

CONDUCTOR—Geo. W. Smith, County Superintendent.

BOARD OF EXAMINERS—Granville F. Foster, Carbondale; S. Y. Gillam, Normal, and T. B. Crisp, Flora.

The examinations have been appointed at the several places named for the convenience of the teachers who desire to attend them.

The examiners have been selected with great care and all are teachers of well known reputation throughout the State.

It is believed that the plan of conducting examinations and granting certificates, as herein set forth, is in close conformity with the letter, spirit, and purpose of the law, and should command the approval and confidence of all good teachers.

A State Certificate entitles its holder to teach in any county of the State without further examination, and is valid for life. It is the highest testimonial known to our school system, and is not only an honor to those who receive it, but has an important business value to all professional teachers. It is the object of the law to recognize and honor those experienced and successful teachers who give character and dignity to the profession.

S. M. ETTER,

Superintendent of Public Instruction.

Examinations were also held at Springfield, Carlinville and Carlyle, of which notice was given through the public press.

### QUESTIONS 1878.

The following questions on the several subjects were submitted to the candidates, and the answers were written out in full and submitted to the committee for inspection:

#### NATURAL PHILOSOPHY.

1. How determine the specific gravity of solids? Liquids? Gasses?
2. What is meant by diffusion of gasses, and what useful purpose in nature does it serve?
3. A ball dropped from a tower reached the earth in ten seconds; what was its velocity on reaching the earth, and how far did it fall?
4. Define the terms statics, dynamics, matter and force?
5. Explain the phenomena of sound.
6. Upon what does pitch, loudness and quality depend?
7. Explain the air-pump and tell its uses.
8. Give the laws which govern the transmission of light and explain reflection and refraction.
9. Name the conditions of the boiling point.
10. State the theory of electricity and name its various uses.

#### CHEMISTRY.

1. State a proof that heat is a mode of motion.
2. Define crystallization. Mention two amorphous bodies.
3. Give formulas for saleratus, common salt, nitric acid, sulphuretted hydrogen, ammonium.
4. How is sulphuric acid prepared? Its properties and uses?
5. Explain the oxy-hydrogen blow-pipe.
6. Tell what you can about the different kinds of iron.
7. Explain the process of welding.
8. Give in full the theory of acids, bases and salts.
9. Give names and symbols of three of the most common elements, and with what do they most readily combine?
10. Distinguish between putrefaction and fermentation, and name the different varieties of the latter.

#### ARITHMETIC.

1. What are rules and how should they be used in teaching arithmetic?
2. Express in words the numbers, 483; 1,0323; 25,00425;

$$\frac{20}{21}$$

$$3. \text{ Change } \frac{3}{18}, \frac{18}{12}, \text{ and } \frac{5}{9} \text{ to their simplest forms. Why do the processes used give correct results?}$$

$$\begin{array}{r} 3 \\ 18 \\ \hline 12 \end{array}, \begin{array}{r} 18 \\ 12 \\ \hline 17 \end{array}, \text{ and } \begin{array}{r} 5 \\ 9 \\ \hline 4 \\ 3 \\ \hline 5 \end{array}$$

give correct results?

4. A traveler averages 3 kilometers an hour; how many miles does he pass over in a day of 10 hours?

5. Find the equaled time of paying \$340 due in 5 months 12 days, \$270 due in 8 months 10 days, and \$240 due in 9 months 20 days.

6. B bought a horse and carriage for \$340, for which he gave his note, January 10, payable in 1 year, with interest at 8 per cent. What would be the proceeds of this note at a bank, June 20, discount 10 per cent.

7. How much money must be invested in U. S. 4½'s to yield a quarterly income of \$250 in gold, bonds selling 105½, gold at par?

8. Write a ninety day note for which you should get \$240 at a bank, discount being 10 per cent.

9. The weight of a cubical block of granite measuring 2 feet on each edge is 1.32 pounds. What is the weight of a cubical block of the same material, measuring 4 feet 6 inches on each edge?

10. What will be the cost of the lead, at 12½ cents a pound, 1½ pounds to the square foot, to line a cubical box containing 15 5-8 cubic feet?

## BOTANY.

1. What are roots? Their uses? Difference between root and stem—(a) as regards appearance; (b) as to branching or dividing?

2. How does an herb differ from a shrub?

3. Give difference between cellular and woody tissue.

4. From what sources does the plant obtain its carbonic acid, nitrogen and hydrogen?

5. Describe the circulation of sap.

6. Give a description of the ovule, and its office.

7. Describe the leaf; give its office. Name five forms of leaves.

8. What is a venation?

9. Of what does the fruit of the strawberry consist?

10. What is botanical analysis? How would you proceed to analyze a plant in flower and fruit?

## ENGLISH GRAMMAR.

1. What is Grammar? Define language, and state what you know about its origin.

2. Name and define the different parts of speech.

3. Analyze the following sentence, and parse the words in italics: "What if this cursed hand were thicker than itself with brother's blood?"

4. Give the principal parts and the second person plural future indicative of the following: Rule, lie, think, sit, dive, lay, set.

5. Give rules for writing the possessive singular and plural of nouns, and illustrate by examples.

6. State clearly how to determine whether a verb is transitive or intransitive.

7. Write a list of the auxiliary verbs of the English language. State for what purposes they are used, and illustrate by an example.
8. Write five sentences; the first containing a predicate nominative, the second an adverb modified by an adverb, the third two nouns in opposition, the fourth a noun used absolutely, and the fifth the word *that* used as a conjunction.
9. Parse the words in italics in the following sentences: "He was allowed his *liberty*." "Whichever road you take will bring you to the city." "They hate *each* other." "Jacob served seven *years* for Rachel." "I saw the dark clouds *open*, and, rolling over *one another*, gradually disappear."
10. What is meant by *simple*, *complex* and *compound* elements as used in analysis? Analyze the following:

"A fearless shape of brave device,  
Our vessel drives through mist and rain,  
Between the floating fleets of ice,  
The navies of the northern main."

### ASTRONOMY.

1. State in general terms of what the solar system consists. Give the names of the planets in the order of their distance from the sun.
2. Define zodiac, parallax, transit, and occultation.
3. What is the milky way? and what are true nebulae?
4. Define aberration and refraction of light. State how these interfere with astronomical calculations.
5. Mention *all* the *conditions* that conspire to produce the seasons and the inequalities of day and night on the earth.
6. What are the fixed stars supposed to be, and why?
7. How are the constituents of the solar atmosphere found by the use of the spectro-scope?
8. Tell what you know of comets.
9. How are the distances of the moon, sun and stars from the earth computed?
10. Explain the precession of the equinoxes.

### SCHOOL LAW.

1. What are the principal official duties of county superintendents of schools?
2. Whence does a teacher derive his authority to govern and manage a school? Who is authorized to make a course of study?
3. Give the more important powers and duties of (a) Trustees, (b) Treasurers and (c) Directors.
4. When are schedules payable, and what is the law in relation to interest on unpaid schedules?
5. Give some of the advantages to the teacher from having a written contract with directors? What is the legal month, and what days are legal holidays, and must the time lost on those days be made up?
6. What school elections can be called by the Treasurer or Superintendent?
7. What are the qualifications for a voter at a school election? What are the qualifications required of Trustees and Directors?
8. Explain the division of the school funds by the County Superintendent to townships, giving the basis of the distribution and the sources of all the funds distributed.
9. What is the law as to duplicate schedules in case pupils attend school from two or more districts? In case the district lies in two or more townships?
10. In whom is the title of district school property, and in case of sale who gives the title?



## READING.

1. How do you employ the *word method* in teaching beginners?
2. State concisely your method of instructing a class of beginners in reading; and how will you enable them to become independent readers?
3. What study of the reading lesson do you require?
4. How do you fix the attention of young children on their reading lessons?
5. What, in your opinion, are the most important requisites of a good reader?
6. Do pupils fall more in reading from inability to render, or from failure to comprehend the author's meaning?
7. Advantages and disadvantages of concert reading?
8. Punctuate and mark the inflections proper in a paragraph selected by the examiners, and read the same aloud.
9. Do you attempt to exercise any influence over your older pupils, in the selection of their reading matter out of school?
10. What influence has a young person's general reading on his character and success in \_\_\_\_\_

## GEOGRAPHY.

1. Bound Illinois, and locate five of its principal cities.
2. Name in order the States bordering on the Great Lakes, and give the capital of each.
3. Name in order the countries that border on the Mediterranean Sea, giving the capital of each.
4. Locate and say a few words about, (a) Calcutta, (b) Venice, (c) Glasgow, (d) Oxford, (e) Bombay.
5. Name and describe five of the principal rivers of Europe; of Asia.
6. Name in order bodies of water through which a vessel would pass in going from New York to Constantinople.
7. Which one of the Northern States has the least facilities for navigation?
8. Give the latitude and longitude of Europe.
9. Name and locate the principal cities of the German Empire.
10. Name the largest island in the Eastern Hemisphere; the largest in the Western Hemisphere; the most important island in the world.

## UNITED STATES HISTORY.

1. What European nations first settled North America?
2. Name some of the principal discoverers and explorers.
3. State in few words what you can of the English settlements, with approximate dates.
4. What were a few of the leading political causes in Europe, that induced emigration to America in the 16th and 17th centuries?
5. Give a short account of the principal American inventions.
6. Give four important battles of the Revolutionary War, with their results, and approximate \_\_\_\_\_.

7. Name four British officers, with a few words descriptive of each. Also five American Generals.
8. Name all the important wars in which the United States has been engaged, and at least one important battle in each, giving time and place.
9. Give some account of the origin and adoption of the Constitution of the United States.
10. Name some of the greatest battles of the Rebellion.

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### GEOMETRY.

1. Prove that two parallels are everywhere equally distant.
2. Prove that in equal circles two angles at the centre are in the same ratio as their intercepted arcs.
3. Two similar triangles are in what ratio to each other? *Prove.*
4. If A and B are like geometrical magnitudes (as lines, surfaces, etc.), may A be divided by B? Show that your answer is correct. Define ratio.
5. Define dihedral angle; right prism; parallelepiped, and similar polygons. Distinguish between equal and equivalent.
6. Show how to find the centre of a given circle; also how to inscribe a square in a circle.
7. A triangular pyramid is what part of a triangular prism of the same base and altitude? *Prove.*
8. Find the area of the surface, and the volume, of a sphere whose diameter is 8. *Show the work.*
9. Find the volume of a cylinder whose length is 32 inches, and whose diameter is 14 inches. *Show the work.*
10. What is a convex surface of a zone, whose altitude is 5 inches, upon a sphere whose diameter is 20 inches? *Show the work.*

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### PHYSICAL GEOGRAPHY.

1. Describe the currents of the Atlantic Ocean.
2. Name the classes of islands and describe their formation.
3. Name and describe the plains of Asia.
4. Describe the trade-winds, and monsoons, and state the causes which produce them.
5. What are clouds? What is rain, and how does it differ from snow and hail?
6. Name the rainless regions of the earth and explain the cause.
7. Why is climate of Alaska so much warmer than that of corresponding latitudes on the eastern coast?
8. Upon what does climate depend?
9. Describe the formation of springs.
10. Explain the phenomena of tides.

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### ALGEBRA.

1. Define pure Mathematics and name the several branches. Define quantity and state what it differs from number.

2. Make, and explain, all the symbols of operation.
3. Is the product of  $-a$  by  $-b$  positive or negative? Why? (Give full explanation.)
4. Separate each of the following into two or more factors:  $x^2 - ax - x - a$ .
5. Reduce  $\frac{10}{x} - \frac{100}{y} + \frac{100}{a} - \frac{10}{b} + \frac{c}{d} - \frac{a}{e} - \frac{g}{f}$  and  $b - \frac{c}{d} - \frac{6}{f}$  to equivalent simple fractions.
6. Multiply  $(a - b)(Va - Vb)$  by  $Va - Vb$ ; and divide  $6 - 2V3 - V8$  by  $Va - Vb$ .
7. Name the allowable transformations of simple equations of one unknown and show why they do not change the equality of the members.
8. Given  $\frac{ax - 1}{Vax - 1} = 4 - \frac{Vax - 1}{2}$ , to find  $x$ .

9. There is a number consisting of two digits, which is equal to four times the sum of those digits; and if 18 be added to it, the digits will be inverted, what is the number?

$$10. \text{ Given } \left\{ \begin{array}{l} x^2 y^2 - y^2 x = 26 \\ \frac{1}{x} - \frac{1}{y} = \frac{5}{4} \end{array} \right\}, \text{ to find } x \text{ and } y.$$

## ZOOLOGY.

1. Into what classes are the vertebrata subdivided? Describe the characters of each.
2. Name the principal orders of the Mammalia.
3. How is the circulation maintained in the Arachnida?
4. Describe the process of respiration in fishes.
5. Describe the vertebral column of birds.
6. How are the Cetacea adapted to an aquatic life?
7. Describe the metamorphoses of a butterfly.
8. To what order do cats belong? Crawfish? Crows? Rattlesnakes? Rabbits? Ostriches?
9. Give a complete analytic description of an eagle; an elephant.
10. Give the characteristics of two species of insects.

## PHYSIOLOGY.

1. What are the bones of the head and face?
2. Describe the spinal column.
3. Describe the eye.
4. What are the organs of respiration? Describe the termination of the bronchi.

What membranes cover the brain? How many cranial nerves are there?

Describe the process of digestion and tell how the chyle and chyme reach the blood.

Why is ventilation important?

Describe the larynx and tell how the sound of the voice is produced.

Describe the circulatory system.

State five of the most important laws for the preservation of health.

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### DIDACTICS.

1. State how you would proceed in classifying, and what grades you would establish in ordinary district school.
2. How do you proceed in teaching children the alphabet and the elements of reading?
3. How much time should be given to general exercises?
4. What is your idea of the propriety of detaining pupils, who are deficient at recitation, for study after school hours?
5. To what extent do you assist pupils in the preparation of lessons?
6. State your views regarding school punishments; of what kind they should be; when and how inflicted, and the ends to be had in view in their infliction?
7. What self-preparation should a teacher make before coming before her class?
8. To what extent do you consider the system of marking deportment and recitations desirable?
9. Do you make a practice of going over a lesson with your pupils before it is learned, in order to direct their attention to special points?
10. To what motives do you generally appeal in securing good order, regular attendance and thorough work?

These questions are prepared by persons selected by the superintendent of public instruction, and printed under his direction. They are sent to the county superintendents in charge of the examinations, and were given out by them as they were wanted by the candidates during the examination. Everything was done to make these examinations thorough that it was possible to do, and every effort was made to avoid anything like unfairness. The committees appointed to examine the work of candidates did their work faithfully and honestly. The certificates issued, with only a very few exceptions, have been granted to teachers who are pre-eminently worthy of them, and are among the very best in the state. My aim in the performance of this part of my official duty, as well as in all others, has been to comply strictly with the provisions of the law, and to guard carefully against granting this testimonial of qualification to anyone who was not worthy of it. The state certificate is the highest testimonial a teacher can have, and the examinations should continue to be conducted in such a manner as to increase its value.

The character and ability of persons asking for a license to teach in schools of the state, cannot be too rigidly scrutinized before this authority is conferred upon them. The success and efficiency of the schools depend almost entirely upon the character of the teachers employed in them.

## ILLINOIS STATE FAIR 1878.

## EDUCATIONAL EXHIBIT.

The twenty-sixth annual meeting of the Illinois state fair, was held at Freeport, Stephenson County, on the 16th, 17th, 18th, 19th, 20th and 21st days of September, and at this exhibition the schools of the state were for the first time represented. Almost all of the various interests of the people have been represented in this annual exhibit for many years, except the school interests, and as I believed that the time had arrived when these also should be incorporated as a part of the exhibition, I addressed the following letter to S. D. Fisher, Esq., the efficient secretary of the State Board of Agriculture, on the 2d day of January, 1878:

STATE OF ILLINOIS, OFFICE OF PUBLIC INSTRUCTION, }  
 SPRINGFIELD, JAN. 2, 1878. }

Hon. S. D. Fisher, Secretary Board of Agriculture:

DEAR SIR—Allow me to call the attention, through you, of the State Board of Agriculture to the importance of having the educational interests of the State represented at the next exhibit made by the State Fair. There is no other interest of our State of more importance to the people than that of education, and if provision is made by your Board for such an exhibit, there can be no doubt of its success. At many of our county fairs the school work was represented last summer, and in every instance it was a success. I would suggest that a committee be appointed to devise some plan for such a department, and every assistance that I can render will be cheerfully given.

Very truly,

S. M. ETTER, Supt. Public Instruction.

This communication was laid before the board, and was referred to a committee of three, consisting of Messrs. Dysart, Reynolds and Cobb.

After a careful consideration of the subject matter of the communication, the committee reported in favor of incorporating an educational department in the exhibition, and recommended that the sum of three hundred dollars be appropriated for the payment of premiums on the work presented.

Emory Cobb, Esq., of Kankakee, was appointed the superintendent of the educational department.

The recommendations of the committee were unanimously adopted, and provision was made by the board for appointing the several awarding committees.

The work sent in by the schools was required to be done according to the following rules:

## CLASS N.—EDUCATIONAL EXHIBIT.

## EMORY COBB, SUPERINTENDENT.

1. All written work, from any one school, shall be with pen and ink on heavy flat cap paper, and the paper must be of uniform size, 8x11 inches, with  $\frac{1}{4}$  inch added for binding, and securely bound with a title page, giving name of school, the number of the district, name of township, post office, and county.
2. Each paper should state, in the pupil's hand-writing, the name of the pupil, the age in years, date when the work was done, time of pursuing the study, and such other items as may be considered necessary to a just estimation of the work.
3. Schools in all portions of the State are earnestly solicited to send in such specimens of work as have been done by the pupils during the past school year.

4. For further information address Secretary State Board of Agriculture, or Hon. S. M. Etter, Superintendent Public Instruction, Springfield, Ills.

The work of the schools was divided into three classes, viz: High School, Primary and Rural district schools, and for each of these there was a committee of three appointed, from among the best teachers and superintendents, to examine the work sent in and make the awards in accordance with the rules adopted by the Board of Agriculture.

The premiums were fixed as follows, and the awards made accordingly:

#### HIGH SCHOOL EXHIBIT.

Best specimen of General Work.....	\$15 00
Second best " ".....	10 00
Best specimen of Drawing.....	15 00
Second best " ".....	10 00
Best specimen of Penmanship.....	15 00
Second best " ".....	10 00
Whole amount awarded to High Schools.....	\$75 00

#### AWARDING COMMITTEE.

Mrs. Mary L. Carpenter.....	Rockford.
E. A. Haight.....	Alton.
C. C. Snyder.....	Freeport.

#### PRIMARY SCHOOL EXHIBIT.

Best exhibit in Spelling.....	\$12 00
Second best " ".....	8 00
Best exhibit in Penmanship.....	12 00
Second best " ".....	8 00
Best exhibit in Drawing.....	12 00
Second best " ".....	8 00
Best exhibit in Arithmetic.....	12 00
Second best " ".....	8 00
Best exhibit in Natural History.....	12 00
Second best " ".....	8 00
Whole amount awarded to Primary Schools.....	\$100 00

#### AWARDING COMMITTEE.

Dr. J. H. Ely.....	Mt. Carroll.
F. T. Oldt.....	Lanark.
Robert Brand.....	Galena.

#### RURAL DISTRICT SCHOOL EXHIBIT.

Best exhibit in Spelling.....	\$15 00
Second best " ".....	10 00
Best exhibit in Penmanship.....	15 00
Second best " ".....	10 00
Best exhibit in Drawing.....	15 00
Second best " ".....	10 00
Best exhibit in Arithmetic.....	15 00
Second best " ".....	10 00
Best exhibit of Natural History.....	15 00
Second best " ".....	10 00
Whole amount to Rural District schools.....	\$125 00
Whole amount awarded to all exhibits.....	\$300 00

#### AWARDING COMMITTEE.

A. A. Krape.....	Lenox.
S. B. Hursh.....	Shannon.
O. M. Crary.....	Lydadon.

A part of the members of the awarding committees were unable to be present, and their places were supplied by the superintendent with teachers well qualified to do the work.

Work from twenty high schools was sent in for competition, and

the committee awarded the first premium for general work to the Lake View high school. The following is the report of the committee:

#### REPORT OF COMMITTEE.

The first premium is awarded to the Lake View high school, for the excellency of the work, and also the advanced grade of the branches of study examined.

MARY L. CARPENTER, } Committee.  
C. C. SNYDER.

The second premium for general work was awarded to the Mendota high school; William Jenkins, principal. The report of the committee is as follows:

#### REPORT OF THE COMMITTEE.

The second premium is awarded to the Mendota high school, for the excellence of the work, and also the large extent of subjects presented. While other schools presented excellent work, that of this school was more voluminous, and covered a larger range of branches taught than any other.

It seems from the reports given, that specimens of penmanship and drawing were not sent in by the high schools, and therefore no awards were made.

#### PRIMARY DEPARTMENT.

The number of primary schools represented is not reported to this office, and it is impossible now to ascertain.

The first premium for spelling was awarded to the primary schools of the city of Springfield, and the second premium was given to the primary schools of the city of Mendota.

#### PENMANSHIP.

The primary schools of the city of Freeport were awarded the first premium in penmanship. The second award was not reported to this office.

#### DRAWING.

The first premium for drawing was awarded to the primary schools of the city of Champaign, District No. 2; Eugene DeBurn, principal, and the second to the primary schools of the city of Freeport; C. C. Snyder, superintendent.

The committee highly commend both these schools for the excellence of their work in this branch.

#### ARITHMETIC.

The first premium was awarded to the schools of the city of Evanston, and the second to the city of Springfield. The committee in their report says, that the schools in the cities of Evanston and Springfield in their opinion rank first, but the exhibit of many of the other schools represented is worthy of high commendation.

#### NATURAL HISTORY.

The only primary schools represented, were those of the city of Freeport. The first premium was awarded to them.

## GENERAL WORK.

There was no award offered to the primary schools for general work, but a large amount of it was placed on exhibition, and the committee deemed it just that attention should be given to it. They awarded the first premium to the primary schools of Polo; J. H. Freeman, principal, and the second to the schools of Champaign, district No. 2.

## RURAL DISTRICT SCHOOLS.

A large number of districts were represented, and the committee report the work placed on exhibition as being most excellent.

## SPELLING.

The first premium was awarded to the schools of Livingston county, and the second to the schools of Adams county. The teachers names, the number of the district, or the location of the schools are not given.

## PENMANSHIP AND DRAWING.

Specimens of penmanship and drawing were not placed in competition.

## ARITHMETIC.

The exhibit in this branch was quite large, and much of it deserves particular mention for neatness and accuracy of the work.

The first premium was awarded to the schools of Winnebago county, and the second to those of Adams county. The names of the teachers and number of the districts is not reported.

## NATURAL HISTORY.

Specimens in natural history were not placed on exhibition, from these schools.

## LETTER WRITING.

A number of counties placed on exhibition letters written by the pupils of the schools, but as there were no premiums offered for this important branch of study, the committee deemed it just to make special mention of the work from the counties of Adams, Tazewell, Champaign and Livingston.

The exhibit of the educational department was a decided success, and the work presented from the schools in various sections of the state was not only excellent, but in most cases very superior. The exhibit, though imperfect in many of its features, attracted the attention of a large number of people in attendance, and did much to show what our schools are doing for the young. That it has awakened a new interest in our common schools among those who examined the work, cannot be doubted, and the good results that will follow cannot now be estimated.

The books and manuscripts placed on exhibition were closely examined by a very large number of people present, and a general satisfaction was expressed with the exhibit.

I respectfully urge the county superintendents and teachers from all sections of the state to make special efforts to have their schools



represented at the next annual fair, and thus make the department of education a permanent part of this exhibition of the industries and interests of the state.

I am under especial obligations to the state board of agriculture, and their efficient secretary, S. D. Fisher, for their hearty co-operation in this new and important undertaking. There is no other enterprise in which our people have a deeper interest than they have in the schools, and there is none that will make so large a return as this.

The work of the schools was also represented at many of the county fairs, and from all came most encouraging reports. If this work is continued it will prove to be of immense value to the cause of education. It is earnestly urged that the school exhibit be made a part of every county fair. It is only by comparing the work done in the schools that we can learn what the excellencies and defects are.

I would also respectfully urge the board of agriculture that this department be continued, and that ample provision be made for the proper exhibition of the school interest. I am convinced that no department will be better appreciated by the great mass of our people than that of education. It was impossible for me to give this enterprise the personal assistance or attention that it deserved, owing to the large amount of work that I was called upon to do in the teachers' institutes throughout the state; but with all the duties devolving upon me as superintendent, I took special pains to make it a success; and that it was successful, there can be no doubt.

The ladies and gentlemen who labored so diligently on the several awarding committees deserve great credit for the manner in which they performed their duties. Prof. C. C. Snyder, of Freeport, is entitled to special mention for the valuable services he rendered in the examination of the exhibit of the schools represented. It is not a small undertaking to examine carefully and critically thousands of manuscript pages of school work; and that this was done by the committees, there can be no doubt. To every member of the committees that was present, and those who voluntarily came forward and took the places of those who were unable to attend, I return my hearty thanks, and request the board of agriculture to give them a proper recognition at their next meeting.

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### STATE TEACHERS' ASSOCIATION.

The State Teachers' Association held its twenty-third annual meeting in the city of Springfield, on the 26th, 27th and 28th days of December, 1877. The meeting was well attended by leading teachers from all parts of the State, and considerable interest was manifested by the members present, in the various exercises announced by the executive committee for discussion.

The committee did their work well and the meeting was an interesting one.

The twenty-fourth annual meeting was held on the 26th and 27th days of December, 1878, in Springfield.

*These annual meetings afford an opportunity for an interchange of*

thought, for hearing the prepared papers by the several essayists selected by the executive committee, and the opinions of self-appointed orators of whom there are always a number sufficiently large to do the extra amount of talking and finding fault, because school matters cannot be run according to their own peculiar notions.

The State association as conducted at the present time does not exert the influence upon the people, in relation to the public school interests, that it should or did in former years. Few of those in attendance derive any real benefit from the meetings except in a social point of view. The essays read and the discussions held upon the various questions presented, never reach the public ear, and therefore the people are in no way influenced by them.

The trouble in these gatherings is, that the practical workings of the schools are entirely ignored, and only the theoretical ideas of impracticable men are presented by them who take any part in the exercises. The whole tendency is constantly to introduce new subjects into the schools, instead of carefully and candidly enquiring how those already in them can be better and more efficiently taught to the children. The whole aim seems to be with many of our leading teachers, to add new studies to the already overloaded curriculum of study, and thus make the schools still less efficient. They forget that the great mass of our children have comparatively only a few years to spend in obtaining the education needed for the ordinary duties of life. The whole trouble in most of our school affairs, as well as in many other public matters, is that we are constantly endeavoring to find out how we can discard or get rid of our American ideas, and introduce those of foreign nations, instead of improving those suited to our people and our institutions. Among the questions discussed during the last session of the association, were the following: "Practical thought for American teachers, drawn from the German school system;" "How can examinations for teachers' certificates be so arranged that special work may be encouraged?" "Chemistry in the public schools." "The classics in the high schools." "Compulsory attendance," etc.

James B. Angel, president of the Michigan University, delivered a very able and practical lecture on the reflex influence of the teacher.

This lecture was listened to by a large and intelligent audience, and was highly appreciated by all who heard it. Another able lecture was delivered by A. J. Rickoff, Superintendent of Schools, Cleveland, Ohio. These lectures were not merely of a theoretical character, but were entirely practical, and the thoughts presented applied directly to the practical work of the teachers.

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## COUNTY SUPERINTENDENTS' ASSOCIATION.

The last annual meeting of the County Superintendents' Association was held in the city of Springfield, on the 26th day of December. The attendance was not large, but all present manifested a good degree of interest in the work required by law to be performed by the superintendents. The papers read and the discussions held on the several

topics presented, were of a practical character, and those present were greatly benefitted by them. The topics presented by the Executive for consideration, were as follows: Labor and Culture by A. C. Allensworth, Superintendent of Tazewell county; Uniformity of Text Books in Rural Districts, R. Williams, Superintendent of LaSalle county; Course of Study in District Schools, A. G. Lane, Superintendent of Cook county; School Libraries, by Miss Mary J. Reed, Superintendent of Piatt county, and questions on school law.

The papers read were full of practical instruction, and did much to encourage the superintendents present in their labors. The paper by A. C. Allensworth, subject "Labor and Culture," and the one by Miss Mary J. Reed, on School Libraries, possess much merit, and are believed to be worthy of careful study. The subjects themselves are full of interest to every friend of education. At the request of a large number of those present I give the papers in full, believing that they will be appreciated by the superintendents who were unable to attend the meeting. The kind of labor that should be performed in our schools is fully set forth by Mr. Allensworth, and I invite a careful perusal of it. The subject of school libraries is at present attracting a large amount of attention among the intelligent portion of our people at least, and that it is worthy of careful investigation cannot be doubted.

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## LABOR AND CULTURE.

The masses of this nation are educated in the country schools. When I say that the work of this association and others of its kind should, in the main, be directed to the improvement of the common district schools, I believe that the known defects existing in such schools, the false and pernicious ideas concerning their object and management, will bear me out in the statement. By the results here attained must the free school system, for the most part, be judged, and the work of these country schools must largely determine whether the system is to stand or fall.

There is no argument needed before an association of county superintendents to prove that the cities and larger villages, possessing all of the necessities and many of the luxuries of school life, with thorough educators as superintendents or principals, and in most cases with a competent teacher in charge of each room, need less of the wisdom and guidance of bodies of this character, than do these thousands of country schools, so diverse in management, and so varied in surroundings that it often becomes a question whether they form any part of a general system approaching completeness within itself. It therefore is fitting we see to it, especially where the field is already measurably seeded to noxious weeds, that no more pernicious plants take root.

An idea, be it in harmony with truth or falsehood, always bears a force with it. The grand fundamental idea our school system should never for one moment be lost sight of. The state has given life to and now fosters her free educational system for the paramount object of making good citizens in this country. Our people sometimes lose sight of this fundamental principle, and fail to comprehend the object *for which*, year after year, they pay taxes for school purposes.

Of all those who fail thus, and of the many pernicious ideas which gain force in the minds of teachers, parents and children, concerning the comprehensiveness of the free school system, I cannot now speak. The very prevalent and hurtful idea that there is no necessity for labor upon the part of an educated person; or, the release from work which many suppose to be the special advantage derived from the possession of scholarship, is the idea of which, by request of the executive committee, I am here to speak.

It is a fact that many persons send their children to school in order that the training thereby acquired may relieve coming generations from the necessity of manual labor, or indeed, very much labor of any kind. The fond parent says—and who of us has not heard it over and again—"I want to educate my boy so that when he is a man he will make his living easier than I have made mine. I have been a drudge all my life for want of schooling. Had I a little education I could be making forty or fifty dollars per month, and stay in the house all the time." And what doing, forsooth? Keeping school! And right here, brother superintendents, I desire to call your attention to a state of things which I think you have all discovered. It is the very common notion among our young people from fourteen to eighteen years of age, that so soon as they can answer all the questions asked by the county superintendent, they are fully qualified to teach school. The sum of twenty-five or thirty dollars per month is quite a large amount of money for a boy to receive who cannot yet do a man's work on the farm. And yet, without one iota of professional training, without any serious idea of the amount of responsibility devolving upon an instructor of the young, he knocks at the door of the teacher's profession, and I fear we too often bid him enter.

But for the boy this must be only a means by which to provide a little ready money as aid to further advancement. There is no interest in the work—in fact but little work is done—and the end of the twenty-two days "actually taught," is anxiously awaited that the twenty-five dollars *said* to have been *earned*, can be drawn from that fund which is nobodys in particular.

The more ambitious are dazzled by bright hopes of a place on the top-most round of some professional ladder, and are quite content that legislative and gubernatorial honors should be thrown in as incidentals along the way, while the presidential mansion itself is plainly outlined in the brilliant future. The pupils of our schools are encouraged by speech-making visitors to make the most of time and opportunity, in order that mankind by nations at a time may rise up and call them great and blessed. Not a few teachers select the bright boys and girls in their school, cram them with a few so-called esthetic tid-bits, and delude them with the idea that ordinary every day work is beneath their possibilities.

While not meaning to do so, these hopeful friends are slowly but surely generating a dislike, more or less thorough, for that daily toil which alone can bring efficiency to any station in life, or add to the true happiness and growth of him who fills it.

I have stated a few facts which exist, as many of us have seen them. The outcome of this pernicious idea is forseen by careful observers. In the first place it subjects the laboring classes, especially

those engaged in agriculture, to a drainage of their best material, and that which they can ill afford to lose, while it fills the ranks of teachers, doctors, preachers and lawyers, until we witness a professional overflow on every hand.

The bright boy for the time being, is pushed ahead of his duller brothers and sisters, under the conviction that his hands were never made to be hardened. He will tell you that it is a poor family that cannot afford at least one gentleman. The seemingly small duties and smaller stations lying nearest him are overlooked in the search for positions of greater trust and profit which his trainers have led him to believe are easily attained, and filled as easily. But he finds no vacancies here. These places are already occupied—not by the boys who started *out* in life to be presidents or governors, but by those who have toiled every step of the way, who, whatsoever their hands have found to do, that they have done with all their might. The tortoise has outstripped the hare in the race. The sturdy plodder, not too smart or too promising to work, has won the prize. The embryonic congressman is only half developed as a citizen, but fully fledged as a failure, and the fond parent wonders after all whether it pays to educate.

The causes which have brought about this state are not all to be laid at the door of well-meaning but mistaken parents and teachers. The idea that labor is a thing to be avoided has permeated the minds of the masses since the day the so-called curse, "In the sweat of thy face shalt thou eat thy bread," was pronounced upon Adam of old. Now I do not wish to be understood as finding fault with Adam, nor with Adam himself, do I say, "The woman thou gavest me, did all this," but I do censure the theologians of former time for the construction they have placed upon biblical teaching concerning this so-called curse of labor. Through the ages has this idea come down to us, and something more than its vestige is with us yet. But later years are bringing us better pulpit teachers, as they are bringing us better school teachers.

I believe it is customary with physicians, after they examined symptoms and determined causes, to prescribe remedies. I am one of those who believe that cases of this kind require heroic treatment.

In view of the scores of defaulters of whom we read, who are not satisfied with the living which honest labor and honest earnings may give them, of the growing desire for elegant and easy enjoyment, to say nothing of the tramp nuisance, it is a question whether there is not some little danger that the peculiar disorder known as the desire upon the part of one man to live upon the earnings of some one else, may become contagious, for I believe that such things are oftener born of mistaken ideas and wrong training, than of the stress of material circumstances.

To correct these evils as well as many others, we need teachers who know something more than is required by law to obtain certificates to teach. I believe most thoroughly in good plain sense, without any trumpet flourish about it. If I receive a letter from a person wanting a school, written on tinted, perfumed paper, with envelope to match, with the words scarcely discernible for the innumerable curves, "*lines of beauty*," and general flourishes, I at once suspect that something

may be wanting, and that particular something will be neither kid gloves nor a cane.

Could we have a good teacher in every school house in the land, the problem would be solved. I mean no discredit to the thousands who are earnest and capable, who do their work and do it well—all surroundings considered, we need teachers of sound judgment, of correct ideas—not only of routine school work, but of human life and its responsibilities.

County superintendents, if, by the exercise of special grace upon the part of boards of supervisors, they are allowed sufficient time to visit schools, can do much to eradicate such harmful ideas as the one referred to in this paper. They can make mention of the matter to teachers and pupils, advising the children that school days only *prepare* them for work, and can in no wise relieve them from the necessity of it, however much they can learn.

An educational column in the county paper will reach the parents upon general subjects, while the annual institutes are powerful forces in assisting our teachers in the formation of correct notions concerning those fundamental ideas of the school system, and those sterling qualities of character which constitute the good citizen.

In discussing the subject of school libraries, I have not thought to devise or recommend any plans for legislation in regard to them, nor have I, out of a multiplicity of good books, selected a library which I wish to present to you as a model one. The former I shall leave to our wise educators, the latter to the good taste and judgment of those whose literary qualifications are commendable in every respect. I wish rather to discuss what effect they would produce as a means of literary culture in rural communities. I believe the masses in our rural districts are ignorant, so far as regards general culture. When I use the word ignorant, I do not wish to be understood as using it in an absolute sense. I do not believe the masses are unable to read and write. I use the word ignorant in a limited way, as referring to that general knowledge which is necessary to make one intelligent. Living, as we do, in a land whose system of free schools is, perhaps, not excelled by any other, we naturally look for a general education among the masses. The province of education is a general one; its intent is to cultivate the minds of the masses of the people. If intellectual ability were a distinction peculiar to certain classes of people or nations, then ignorance in others must follow as a result of incapacity of mind, but we find, while no such distinction of intellect exists, there is a vast difference in culture, which is greatly modified by circumstances. The Jehovah, in his impartial dealings with his intelligent beings, has not only imparted mental power, but has equalized it more than we are sometimes willing to admit. "He has planted the germs of intellect alike in the city and the country, by the beaten wayside, and in the secluded valley and solitary hamlet." As we look down the long vista of the ages, we find that genius is not the child of fortune. She has found a birthplace not alone in the mansions and palaces of wealth, but her nursery has been sometimes as humble as the manger of the Babe of Bethlehem. As a proof of this, I point you to that imperishable monument of fame upon which you will find carved, names none more illustrious than that of Homer, Demosthenes, Virgil, Horace, Columbus, Milton,

Shakespeare, Burns, Howard, Franklin, Burritt, and our beloved Lincoln. Experience and observation teach us that the mind is capable of vast improvement by cultivation. The laws which govern the intellectual world are similar to those which control the material world. The farmer does not think, by simply sowing his seed, that a bountiful harvest will be the result. But by cultivation he puts the soil into such a condition that it may yield the best possible nourishment for the plant, and as a result of this care, he gathers in an abundant harvest. I know of no better illustration of what the results will be to a mind whose talents are left latent, whose energies lie dormant, than the parable of the ten talents. The Savior beautifully sums it up in these words: "To him that hath shall be given, but to him that hath not, shall be taken away, even that which he hath." The mind will increase in strength by culture, or perish for lack of it. Daniel Webster, in speaking of the improvement of the mind, said: "If we work upon marble, it will perish; if we work upon brass, time will efface; if we rear temples, they will crumble into dust; but if we work upon our immortal minds, if we imbue them with principles, with the fear of God and love of our fellow-men, we engrave on those tablets something which will brighten for all eternity."

Imbued, then, as we are, with a mind capable of such vast improvement, it becomes us to inquire how we may increase the number of those who receive a good education, and how we may make the education of all much better? Shall we fill our colleges with more students? Shall we still cling to the idea that, to be educated, one must enter the classical walls of a Dartmouth, an Amherst, a Yale, a Harvard, and there follow a certain curriculum of study? I would not wish to be understood as undervaluing these or any other noble institutions of learning. But let it be more generally understood that knowledge is within the reach of all; that "ignorance is a voluntary misfortune." The greatest improvement in the culture of the mind has not always been made by those who have enjoyed the greatest advantages for an education. Colleges and seminaries are abundant all over our land, founded by the liberality of noble men and women. They prepare many students well for the active duties of life. But often those who have been the greatest benefactors of the race by making great discoveries, inventions and improvements, have been men of limited means, humble birth, and self-educated. Our public school system does a good work only so far as it lays the foundation for that great work of self-instruction which should go on after school days cease. I believe that libraries in connection with our schools would be an efficient means of creating in the mind a greater desire for knowledge, and of giving it an impetus in the direction of self-culture. If indeed such would be the case, it seems to me that the number of educated would be vastly increased, and the education of all be made better. I know of but one avenue into the beautiful temple of knowledge, and that is by intelligent reading. In speaking of this, Edward Everett has said: "Whoever has learned to read possesses the keys of knowledge, and can whenever he pleases, not only unlock the portals of her temple, but penetrate to the inmost and most secret cabinet. The ancients cultivated the art of reading to the utmost perfection. The well-trained voice was the finest accomplishment. They well under-

stood how the feelings and opinions of an audience would be swayed by the words of the wise and true orator. When Demosthenes arose to address an audience, he so controlled the minds of his hearers, that his ideas and emotions became theirs, and the effect was such as if one spirit pervaded the whole. Phillip, of Macedon, said of Demosthenes, upon hearing the report of one of his orations: "Had I been there he would have persuaded me to take up arms against myself." It is said that Cæsar once shook and trembled at the recital of his exploits by a Roman orator.

Such is the magical effect, as it were, which the well trained human voice produces upon an audience. Similar to this effect, though in a less degree, is that which is produced upon us by a good author when well read. The lack of culture that we find in so many of our rural communities, results from an inability to read intelligently. To read an author well, we must possess something of his spirit and feelings. His thoughts and ideas must have the same meaning to us as if they had originated with us. Reading should take the precedence in importance to all other branches taught in our common schools. The true teacher is not satisfied with simply a mechanical work in his reading classes. He endeavors to train the mind to comprehend quickly the ideas of an author, so that when a child leaves school he may be able to read readily and intelligently, any book or newspaper. The cultivated and refined teacher, with a library at his command, ought to be able to do vastly more than this. By making himself conversant with the literature of the day, he ought to be able to teach the child what to read. It is not all in knowing how to read, but what to read, should be the important query. The love of reading in many is not natural, but a result of careful training and cultivation. The faithful instructor, with access to good books, will be able to inculcate in the minds of children, such habits of study, such love of knowledge, as will increase manifold through life. As a means of producing intelligent readers I know of no way that would be so successful as access to a good library in the hands of a refined teacher. An objection frequently made against school libraries is, that they do not furnish reading suitable for children. Perhaps this has been a fault sometimes, and books beyond the comprehension of children have been found in them. In such cases the good taste and judgment of those who were capable of selecting a library have not been consulted. Perhaps some advertisement or book list has been too closely followed, or perhaps the interests of a few scheming men have had more to do in its selection than was compatible with good sense and prudence. But because mistakes have been made in selecting libraries, this can have no weight as an argument against their utility. As long as books are printed children will read, and the only thing to be done is to supply them with good reading. The greatest care should be taken that books suitable for the capacities of children of all ages be selected. Our literature of to-day abounds in good reading for children, and if they are permitted to grow up in ignorance, it will not be because the storehouse of knowledge contains no provisions for them, but because those who are intrusted with their interests have failed to make its treasures accessible to them.

Good books for children have so multiplied within a few years, that the old-time stories Peter Parley, and melodies of Mother Goose no longer



furnish the only pleasures of the youthful mind. We have the fairy tales of good Hans Christian Anderson translated into our language, and the pleasing stories of J. T. Trowbridge, Louisa M. Alcott, and a host of others. But while we do not lack for good stories for children, every other department of literature is as replete as this. History at which we puzzle so much, and the philosophy of which we so little comprehend, can now be read as intelligently by the child as by older ones. He is prepared to converse about the Dynasties of France and England with much good sense, and the names of Robert Bruce, Cromwell, Wellington and Napoleon, are as familiar to him as household words. The stubborn facts of science have been so simplified, and in themselves are so fascinating, that the child picks up the book of nature with as much pleasure as he would Robinson Crusoe or the Arabian Nights. He talks sometimes quite as intelligently of the habits of animals, and their distribution upon the earth, as grown people. He will astonish you at the readiness with which he will give you the names of the parts of the flower.

Whatever books are presented to children, let them be of the best kind. It is hard to estimate the injury that may be done to the mind by reading bad books. Lord Bacon understood this, when he said: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." Ralph Waldo Emerson gives a still more explicit rule as to what books to read. They are (1.) Never read any but famed books. (2.) Never read any book that is not a year old. (3.) Never read any but what you like. In many respects these rules are certainly very commendable. Books do us good only as they leave us richer, and therefore wiser, after perusing them. Their influence upon us is like that of our associates. We can therefore as readily judge of the character of a man by the books that he reads, as by the company that he keeps. Certain newspapers and periodicals of the day must be voted moral nuisances; the publication of so much crime, which fills the columns of our newspapers, certainly, if read, will create in many minds craving for bloody scenes, and must in the end foster and cherish contempt for laws.

It seems to me, then, that a library, judiciously selected by persons of taste and refinement, with a proper regard for the minds of children, and with a sincere design of elevating them, will do much to educate our rural communities. Educate the children, and you will educate the community. The family and school need a closer union and deeper sympathy; I believe a library would be a means of producing it. The books from the library would be carried into the homes of children, and would be read by other members of the family. They would furnish proper food for the mind, as well as useful and instructive topics for conversation.

The foolish jesting, the tale of slander, speculations concerning our neighbors' successes and reverses, which so often constitute the topics of conversation around so many firesides, will, by the knowledge that literature embodies, be supplanted. The atmosphere that surrounds us in good books, is pure. It not only gives vitality and energy to the intellect, but furnishes the means for the highest intellectual enjoyment. Literature is the imperishable marble upon which has been written the history of all ages. All other means of perpetuation have failed. All attempts to perpetuate glory by magnificent structures of stone and

brass have failed. The Pyramids of Egypt stand to-day as reminders of those who built them, while the names of the projectors are lost. But Troy still lives to-day in song, in all her ancient glory. Priam, Achilles, Eneas, the boy Ascanius, and a host of other heroes, are forever immortalized in the songs of Homer and Virgil. The philosophy of God's providence has filled pages of history. The observation and experience of all ages are preserved to us in literature. What immense stores of useful knowledge the ages have been collecting. How few, seemingly, are the earnest seekers after it. How sad that while the light of knowledge is beheld by so few, the majority are groping in the darkness of ignorance. A good library, then, would be the means of imparting useful knowledge, not only to the children found in school, but to the community at large.

It makes the school room not simply a place where a little text-book knowledge may be acquired, but a centre from which the mind receives those impulses which send it out into the broad domain of literature in search of knowledge. The library must be the public property of the district, the old as well as the young must have access to it. It would be a new attraction added to the school-room. The numbers on the visitors roll would be increased. More interest would be manifested in school affairs, and the school-room would soon become not simply a place for children, but a pleasant retreat for wiser heads.

Another objection frequently made against school libraries, is that the cheapness and abundance of books, periodicals and newspapers of the day, render them useless. This is indeed an age of cheap fame, as it has been aptly called. The wise Solomon seems to have thought the same in his time, when he said: "Of making many books there is no end." As means of diffusing knowledge there is an abundance of newspapers, periodicals, social clubs, reading circles, literary societies, and circulating libraries. This argument seems at first sight, a weighty one. It does seem that every family may be supplied with good papers and periodicals, but they are not. Many do not feel that they are a necessity, but rather a luxury with which they may readily dispense. The majority living in our rural communities have their society mostly within themselves. This is a necessity. Social clubs, reading circles, literary societies, and circulating libraries are advantages which but few enjoy save the inhabitants of our larger towns. Circulating libraries are indeed a means of diffusing knowledge, the value of which cannot be estimated, but the restrictions by which they are always controlled, render them inconvenient of access to people in rural communities. A school library would be as a cherished friend to whom we could go for advice and assistance at any time without restraint. A well selected library would assist in cultivating the taste of a community as to the standard authors. The books that we find upon the tables are generally a good index to the character of the inmates of the house. I have found in many places that the library consists of some such books as, a patent-office report, some cheap volumes of studied wit and humor, some pictorial library, perhaps some text books, possibly Napoleon and his Marshals, perchance a volume of poetry. You will find too frequently that this library is stored away in some spare room not in common use, and the volume of poetry invariably under lock and key, the mind of the owner all ignorant as to the gems of thought written upon its pages. The fountain quenches our thirst only as we

partake of its sparkling waters; so books are of use to us only as we become familiar with their contents.

Our standard authors are always safe to read; they give us the best thought and furnish the best information. Dr. Johnson said that he "always went into stately shops." He meant, I presume, that he always sought the best company. Emerson has wisely said: "Consider what you have in the smallest chosen library," a company of the wisest and wittiest men, that picked out of all civil countries in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age. People do not generally rise much above their surroundings. In view of this, then, let us find our company in the best circles, and our reading from the best books. Libraries would prove to be safeguards against vice; home, in the company of good books, would not be forsaken for places of vice and crime. A taste for good reading prevents a desire after exciting pleasures, and saves many from the saloon and gambling table. The mind, if not fixed by virtue upon high and noble thoughts, will revel in the fields of vice and crime. It was the kindly influence of a few good books that gave that bent of mind to Washington, Adams, Franklin and Lincoln, which places them among the eminent benefactors of our country. Access to a library would prevent that prodigality of time that is so deplorable.

It is related of Franklin, that when he was a very small boy, while assisting his father to salt a barrel of meat, he asked his father if he could not ask the blessing upon the barrel of meat at once, and thus save time at every meal. The great after results of his life show that he never forgot the value of time. What ample time for intellectual improvement we have in the long winter evenings of this climate. The great Jehovah who promised, that "while the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter shall not cease," seems to have designed these winter evenings for our mental improvement. The farm work of the season is over, the grain is stored away, and it seems to be a fit time for thought and study. People frequently complain that they have no time to read. The experience of literary men shows us that great results in the way of self improvement can be accomplished in a very little time, and that however engrossing the occupation of one may be, by proper management time can be had for study. Is there no time for the acquisition of anything but wealth? Can knowledge be estimated by dollars and cents. The great Newton said a short time before his death, "I do not know what I may appear to the world, but to myself I seem to have been only like a child playing on the sea-shore, and diverting myself in now and then finding a prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me." If such were the thoughts of this great man concerning his knowledge, how exceedingly meagre must be that of the masses.

In discussing this subject, I have endeavored so far as I am able, to show the effects that libraries would have as a means of culture in rural communities. The work that our system of free schools is designed to do, in a general diffusion of knowledge among the masses, is one of

the noblest works that humanity ever conceived, and as an accessory in accomplishing this grand and noble work, I know of none so essential as public school libraries.

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## CONCLUSION.

In our country, each citizen is a sovereign; and since this is the case, he should be intelligent, virtuous, patriotic and industrious. To this end, public education was established during the early history of the state, and has continued to be cared for to the present time. Never in the history of the state has there been a time when the people have shown a greater interest in the free school system, than they manifest at present, and this will be continued so long as the schools do the work legitimately assigned to them, and our free institutions continue.

The schools are the peacemakers, the promoters of harmony, and of skilled, honest and profitable industry. Their *intelligent support*, at almost any cost, is wisdom, and will guarantee national success. Virtuous intelligence is cheaper than vicious ignorance, and this intelligence can only be attained through the medium of our free schools. School houses, at any cost, are a hundred-fold cheaper, and vastly more respectable, than are jails, alms houses and penitentiaries. They are also much more reliable and far less expensive conservators of the peace, than are fortifications and standing armies.

The influence of education upon a nation is immeasurable. Unless the state educates the people, and places under their control, in this country, the directing power to a continually increasing extent, the scepter of freedom must drop from our national hands, and we must sooner or later approach a national death. To perpetuate free institutions, every citizen must possess intelligence enough to properly discharge the duties of freemen, and without this the exercise of these duties becomes a most dangerous and expensive element in the body politic. The imagination can picture no semblance of the destructive potency of the ballot box in the hands of an ignorant and corrupt people.

The system of free education is based and constructed upon the principles of equal rights and protection to all—rich and poor alike. It is impartial; knowing no name, nor sect, nor party; all are alike privileged to partake of its benefits. It is a sacred trust, and cannot be too carefully guarded by those having control of it; nor can too much be done to render it an efficient agent for the training of the youth of the state. It is the palladium of our liberties—our nation's strong and sure defense; the impregnable bulwark of our safety when fleets and armies are impotent and vain.

It is the paramount institution of a free people, and without it freedom cannot exist. This system of free education is the insurer of the sovereignty and freedom of the people, therefore let it be carefully guarded by every lover of his country, that unscrupulous foes to the public weal do not convert this great public blessing to their own selfish ends, and to the destruction of our government.

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The system of free education requires thorough and efficient supervision, and the man who is called upon to preside over this work, should possess broad and liberal ideas, able to see life and its surroundings, and conditions, not through the glasses of a mere school-master, but through the eyes of a philanthropist. He should be able to investigate every minutia of the public school work, and give it his personal oversight in every respect. He should be required to visit every portion of the state, not to visit teachers and schools in their visiting costume, but to examine practically into the workings of the system, and by this means be able to secure accurate and reliable information relative to its management and efficiency.

Since I assumed the duties of the office, I have visited all the counties of the state except three, and many of them three or four times in an official capacity.

During my official term, I have attended three hundred and forty-one teachers' institutes, forty-five teachers' meetings, twenty-two meetings of school officers, besides visiting schools in various portions of the state. In addition to this work, I have addressed on educational topics nearly five hundred different audiences, and attended to the various duties of the office personally.

My only aim has been, during my official term, to aid in advancing the cause of education, and as I retire from the office to enter other fields of labor, I shall not cease to cherish for the teachers and officers those friendly relations which have been formed in the past, and shall cheerfully labor to advance the noble enterprises in which they are engaged.

The demand for better teachers in the elementary or common school branches, is rapidly increasing in every portion of the state, and more attention is given to the teaching of these branches than ever before.

In retiring from the office, I desire in this public manner, to express my obligations to the County Superintendents and other school officers, and to the teachers who have so generally, willingly and heartily co-operated with me to advance the great interests of our schools; also for the uniform courtesy that has been extended to me by all. I sincerely join with all true friends of education, in wishing for the incoming administration the highest degree of success in the performance of the duties of the office, and bespeak for my successor in office the same courtesies that have been extended to me by the teachers and people.

S. M. ETTER,  
*Superintendent of Public Instruction.*

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